

A Manual for integrating Human Values into Children's Education

For Homes and Schools

Guide their Character and light the lamp of Love in their Hearts

Jacqui Robinson

Front Matter

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Dedication

dedicated to

Sri Sathya Sai Baba
and
The Children of the World

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A Review

There is an urgent need in the world today to address the rising crime levels and the decline in moral standards. Many young people seem to be locked into socially irresponsible and self-destructive behaviours which are often fuelled by drug and alcohol abuse.

'The Sathya Sai Education in Human Values' is a programme that addresses this problem and has been successfully implemented in homes and schools throughout the world.

The manual describes the direct and integral method of how to present The Sathya Sai Education in Human Values and the philosophy of Sai Educare in homes and in schools. It includes everything the prospective values teacher/parent or guardian needs to be able to integrate the values into the character and education of children in their care. No qualifications are necessary, only an awareness of the critical need for children to receive values education and the commitment to undertake this imperative assignment of incorporating this method into the nurturing and education of children.

The sample lesson plans are aimed primarily at children aged four years (early childhood) to twelve years (upper primary). The teacher at his/her discretion may adjust the story and activities to the age group and level of maturity of the children. The same applies when presenting to older children and adults.

After following the sample lesson plans, teachers can create their own lesson plans by following the clear directions and formats provided in the manual.

The method is unique in that it recognises and brings out to the surface the inherent values of Truth, Love, Peace, Right Conduct and Non-violence. It has to be passed from the heart of the teacher to the heart of the child and the teachers/parents/guardians need to be role models for the values they are imparting to the children.

Although not academic in focus, the calmness and enjoyment the children experience when exposed to this method enhances academic performance.

Teachers are amazed that a method so simple and easy to apply should have such a profound effect on the character and academic achievements of the children.

The author has made the attempt to keep the content of the manual to a minimum without losing any important details, therefore making it reader friendly.

The manual is recommended for all who have the responsibility of caring for children, and realise the necessity of children receiving education that includes values as an important component.

The author has dedicated this manual to Sri Sathya Sai Baba (1926 - 2011) the originator of the education and educare philosophy that has provided academic success and moral character to thousands of students throughout the world.

The manual is also dedicated to the children of the world, whose happiness and well-being is the responsibility of the adults who care for them.

About the Author

The author is a four year trained teacher in Early Childhood Education with thirty years of extensive teaching experience. Her experience is inclusive of seven years teaching in schools in remote Aboriginal communities that included providing teacher training to Aboriginal adults. Her interest in the Australian Aborigines led her to do a Post Graduate Course in Applied Linguistics, which added to her understanding of Australian Aborigines, other cultures, and the language learning process.

Throughout her teaching career, the author had a special interest in values education. This interest motivated her to attend a five-month course in Education in Human Values at the Sathya Sai Institute of Education in Human Values (Thailand). The school attached to the institute gave the institute students the opportunity to put the theory into practice. On her return to Australia she was able to trial the method and observe the successful effects that the method had on the pre-primary children in her class at the school where she was teaching.

Added to her experience the author included, attending an intensive one-week course at the British Institute of Sathya Sai Education in Human Values: observations at a Sathya Sai School in Leicester in England; a Sathya Sai School in Mauritius and a school in Scotland also using this method. In all schools the success of the Sathya Sai Education in Human Values was evident to all who were responsible for the upbringing and education of the children who attended these schools.

Now retired, it is the author's desire to pass on her knowledge in the form of this book, in the hope that many more children will have the advantage of receiving education in human values included in both their character building at home and in their formal education.



Introduction

Aims

- To help bring to the attention of teachers, parents and carers of children (all of whom will be referred to as teachers for the remainder of the book) the urgent need for the education of children to include the development of their innate qualities of human values.
- To make clear that the values are brought out from within and not taught or imposed. (The teaching techniques gently elicit the innate human qualities to the surface and reinforce them.)
- That on completion of the sample session plans together with the step-by-step instructions and information provided, the teachers will be able to create their own session plans on value education in both homes and schools.
- For the instructions and information contained in this book to be reader friendly, i.e. easily understood and simple to apply.
- That the children who have received the instruction correctly, will experience the values that will have been a focus in their sessions.

The main aim of this book is to provide the necessary information and instruction suitable for educators, parents and carers, who not only feel the need for a proven method that is successful in guiding children's character on the path of righteousness, but who are also prepared to implement it in the education of children in their care.

Many educators, parents, and people in general would agree that there has been a gradual decline in human values over the years and that there is an urgent global need to remedy this situation.

Farmer & Farmer (2000: 15) are educators who are among those who hold this belief, they state:

The world is facing a crisis of monumental proportions. Global debt and abject poverty, environmental destruction and pollution, urban crime, and teenage drug abuse and suicide, war and international terrorism all loom larger and larger as problems which seem to be insoluble. Fear, greed, dishonesty, anger, and the loss of ancient wisdom seem to prevent the world from solving these pressing and terrible problems.

His Holiness The Fourteenth Dalai Lama stated in a message given on International Day for the Environment (5th June 1986) (see the internet) that peace, and life on earth as we know it, is threatened by human activities that take no account of human values. He urged people to re-examine from an ethical point of view that heritage which is our responsibility, which we bequeath to generations to come. He stated that we have the capability for that and we must act before it is too late.

An effective method of values incorporated into the education system would help children to learn and practice human values and live a normal and happy life. The importance of children receiving the right kind of education cannot be overestimated.

Education is the foundation of society. For a healthy and happy society education is the basis, because the students of today become the leaders of tomorrow. —Bebedelis (2008:7)

Recent research (Marron, 2011) indicates that the blame for the general decline in human values lies in the fact that education has had its focus mainly on the cognitive development of the child and the teaching skills that help students to gain employment when they leave school. Although these skills are necessary, studies in neuroscience suggest that a person learns best when the skills of the social, emotional, moral, spiritual intellect are all involved in the process of learning.

Marron also states that when human values and pedagogy of student wellbeing is present in the classroom, the result is the development of the whole person. This pedagogical approach markedly improves the academic performance of students that are not reaching their full potential.

Krystal (1997:4) maintains that change is needed in the education system, and that an approach is needed in the form of values education. She suggests that new guidelines could replace those that are either totally missing or outdated and of little use in present day society. Krystal also believes that without the essential meaning of life being taught, either verbally or through example, children grow up into a world that seems senseless and that has led them to take refuge in drug and alcohol abuse, which is often the cause of sexual confusion, violence, and depression sometimes leading to youthful suicide.

Sri Sathya Sai Baba (1926 - 2011) the originator of the education and educare philosophy as depicted in this book is an internationally known Indian spiritual leader, social reformer, and Chancellor of a university, which is the holder of the prestigious A+++.

Sri Sathya Sai Baba is also founder of a number of primary and secondary colleges in India and around the world. Educators in India regard these institutions to be models of excellence.

The following information and guidelines are based on this method, which is being implemented and is having effective results in education systems around the globe.

Further explanation given by Sai Baba is that the real meaning of the word “education” has been lost in the majority of educational institutions today. He uses the word ‘educare’, which he says means the process that gives expression to the human values of Truth, Love, Righteous Conduct, Non-violence, and Peace latent in every human being. The aim of ‘Educare’ therefore, is to enable every child to grow into a physically, mentally, and spiritually healthy adult. He further explains that the word is derived from the Latin root ‘educare’ meaning to bring out intrinsic human values. ‘To bring out’ means to translate them into action.

The true aim of education is to make explicit the innate powers of man.

Jareonsettasin, (2001:4) From Divine Discourse, 22nd November 1999, and Divine Discourse 26th September 2000:27)
Seshadri, & Harihar, (2004:1)

The word 'educare' complies with the meaning given in the English Oxford Dictionary, i.e. the word 'educate' originates from Latin educat meaning 'lead out'. The verb form is educare, which is related to educere. The word educe originates from the word educere and means to bring about or develop (something latent or potential).

Seshadri & Harihar (2004:1) maintain that the application of the Sathya Sai Education in Human Values and Educare programme would enable every child to have the opportunity to develop equally in the physical, mental, emotional and spiritual domain which would then give them the opportunity to grow into healthy adults.

Jenkins, (1996:14) not only believes in the necessity of children receiving a value-based education, but also recommends the Sathya Sai model:

Parents and educators are feeling the need for a plan of education that includes a life building character making assimilation of ideas, a curriculum designed to help children practice values essential to civilisation.

A recent model that I favour because it is comprehensive, simple in design and costs nothing to adapt, is called Education in Human Values (EHV). Originated by Sathya Sai Baba, chancellor of a university in India and founder of a network of schools there, the EHV Program has been adapted by educators to the cultures of many countries including America.

This programme has been successful in many systems of education around the world. It has observable results with regard to teachers and parents being able to assess the marked improvement in the moral character development of their students. (See recommended websites in the index for more information)

Seshadri & Harihar (2004:14) describe the programme as being a fantastic behaviour modification programme that has righteous conduct built into it. They assert that in a child who has gone through a successful Educare programme, wisdom based righteous conduct will become almost a reflex action.

Some of the outstanding components of this programme that help make it successful are:

1. It nurtures the values that are inherent in each human being.
2. The focus value in each session is transmitted from the heart of the teacher directly to the heart of the child. For example, the unconditional love with which the teacher tells a story.
3. It is simple to comprehend and put into practise.
4. Teachers will be already familiar with the teaching techniques that are contained in this method as they have been tried and tested over generations as being the most successful to incorporate into the learning process.
5. Children are enthusiastic to attend and cooperate if the teachers carefully adhere to the method.
6. As the children are enjoying the activities, they will also be experiencing the values that are incorporated.
7. Where The Sathya Sai Education in Human Values programme has been included into education in homes and schools, it has achieved the objective of creating a positive change in children's character and bringing about a transformation that in some cases has been miraculous.

The Sathya Sai School at Ndola in Zambia is a school where the students have had a miraculous change of character. The Zambian press called it the Miracle School. The school accepted children expelled from other schools because of their unacceptable behaviour, who then, whilst attending this school went on to achieve the highest grades and prizes in the country for academic excellence and upright character. Below are two articles from the school website.

1. *Sathya Sai School of Ndola, Zambia, has been awarded the International Gold Star Award for Quality in terms of leadership, innovation, training, and excellence in education. They received this precious trophy at an international gala dinner at the Hotel Concorde, La Fayette, Paris, on 30 May 2005.*
2. *The Kanu's school, based on Sathya Sai Baba's idea of education in human values, is truly a miracle, but one that can be followed in every other school in the world if education is based on sound human values and the teachers know that they are to teach a person, not a subject'*

Please note: The reader may refer to the school website for more information on the above paragraphs and testimonials from teachers and students:

<http://sathyasai.org/news/2005/miracleschool.html>

The following pages contain the information, instructions and sample lesson plans for the implementation of the Sathya Sai Education in Human Values method and educare philosophy. This method is easy to adapt and is suitable for all age groups and cultures. Children respond enthusiastically because it aims to bring out their inherent values rather than trying to teach them as a subject. In addition, they find the activities enjoyable. The results will be observable as being positive with regard to children's character development. The outcome will be a lifelong reward for teachers as well as students.

About the Method

The method is easily adapted to any age group. The sample session plans included in this book are aimed mainly at children aged from four years (early childhood) to twelve years old (upper primary). The teacher may need to adjust the story and activities to the age group and level of maturity of the children.

Each session contains a story with a focus value selected by the teacher. The activities chosen help to reinforce the value.

The teaching techniques are planned with the aim that they bring out the child's inherent values as opposed to teaching them as a subject.

The method can be thought of as an experiential learning technique that provides an opportunity for the values to be expressed.

Since the Values are seen as intrinsic human qualities already inherent in the child (like the exquisite statue within the sculptor's rough block of stone), the Teaching Techniques are to be employed in such a way that they gently encourage the emerging of this potential, rather than impose something foreign from outside. —Farmer & Farmer (2000:164)

The main values are Love, Peace, Truth, Non-violence, and Right Conduct. Each main value has its attending sub values or related values listed beneath them. There is also a separate list of sub values and their brief definitions. (See list in the section 'About the Values').

When preparing your own session, select the value from the list provided, it may be selected consecutively or chosen because of its compatibility with the need of your present situation.

The values on the list are ones that are universally accepted, however the list is not comprehensive, it can be added to if the circumstances require.

To ensure that all the values have been selected over a period, use the list as a checklist, marking each value as it has been applied.

There are two main ways to approach the method, namely the 'Direct Method' and the 'Indirect Method'. The following pages contain an explanation of both ways.

The Direct Method

The Direct Method introduces and reinforces the selected value within a complete session. Various educators believe this to be the most effective method. It is favoured because it provides both the child and the teacher with the direct to the heart experience. (Marron, 2011)

Recent research in values education (Marron, 2011) points out that the strategies employed in the Direct Method, if correctly applied and including unconditional love expressed by teacher, have the potential to inspire the child into becoming a great human being.

Marron (2011) claims:

The impact of teachers and their teaching on the child will be immense and unwavering when the value of Truth is adhered to. The role of the teacher is to transform the child and this transformation comes when the child is nurtured with love, i.e., 'heart to heart' . . . the value of love is necessary to gain and teach knowledge and wisdom. Consequently, the accomplishments of our schools may then include the enhancement of goodness and character, which becomes part of our culture and the development of civilisation. This is essential pedagogy.

Jumsai (1997:7) affirms that it is important for the Direct Method to be included into the child's school day.

To bring about an effective transformation of the children and implant human values in the children, the first class of every day should be the direct method of teaching human values. The rest of the periods, normal class subjects are taught with the values integrated into them.

The Integrated Method

The integrated method adheres easily to incorporating values into subjects and everyday activities in educational institutions, homes, and the community.

Every lesson in the book has attendant values, which need to be imbibed by the learner - The teacher, therefore, has to glean these hidden values from what is being taught. —Ambasht (2008:178)

The purpose of the Values List provided in the following pages is to refer to for the choice of value that is to be the focus for your next session. It can also be used as a checklist to mark off the values as they have been implemented.

The following examples show how the values can be included into subjects:

SOCIAL STUDIES

Respect and understanding are examples of values that can be emphasised in studies about famous people, countries, and their cultures.

SPORTS

Co-operation plays an important part in sports requiring teamwork. Students can learn to co-operate unselfishly by understanding the importance of working together as a team.

LITERATURE

Values can be found and emphasised in literature, for example in the early childhood story 'The Three Little Pigs' the first two pigs lacked patience and discrimination. They chose the easy way out without any thought about the consequences. The third pig, however, had the patience and wisdom to take more time to build its house, and was discriminating about the building materials it would use. This pig also had the determination to work hard to build a house that was sturdy enough to keep out the wolf and other dangers.

MATHEMATICS

In the setting of a maths problem for students, avoid the use of negative wording. The effect of wording has a subtle affect on the mind, therefore, it is preferable to use positive wording. For example, instead of saying 'There were ten cows in the farmer's field, five were stolen, how many were left? Use a positive example - There were ten cows in the farmer's field, the farmer was a kind man and gave five cows away as gifts to poor people, how many were left? —Jumsai (1997)

Another example of positive wording in a maths problem is 'John worked very hard at his job so that he could save money to buy a new car. He earned \$600.00 per week. His expenses were \$250.00 per week. In addition, he gave \$40.00 a week to charity. How much would he save in a year? The above maths problems include the values of kindness, generosity, and being economical (saving his money to buy a car, as opposed to borrowing the money and having to pay back with interest). Other examples are included in the Sample Sessions.

SCIENCE

Values can also be emphasised in existing lessons, for example in environmental studies include the value of appreciation. The teacher can explain that not all people in the world have access to safe drinking water and that many die from diseases caused by drinking polluted water. This knowledge can be illustrated in order to emphasise the value of appreciation to those who do have safe drinking water.

Similes can also be used to demonstrate human values in science subjects. For example, one given by Jumsai, (1997) on the subject of 'Bees', children need to be discerning when choosing the places they go to and the company they keep (discrimination). They can choose either to be like the bee that goes from flower to flower extracting its nectar, or be like the fly that frequents garbage and dirty places.

Jumsai (1997) asserts that the inclusion of both the Direct and Integrated Approach is highly recommended for the goal of achieving optimum success in this system of Values Education.

About the Values

The main values

LOVE – PEACE – RIGHT CONDUCT – TRUTH – NON-VIOLENCE

Love is the value that encompasses and sustains the other four values. Love in speech is Truth. Love in action is Righteousness. Love in thought is Peace. Love in understanding is Non-violence. This Love is flowing in every human being as an unseen river. It is only by developing Love that we can sanctify the educational system and train the students in the practice of Human Values as the essential condition for leading worthy lives. a —
Sathya Sai Newsletter, (1994:117)

The five main Values together with their related values

| Love | Peace | Right Conduct | Non-Violence | Truth |
|----------------|---------------|--------------------|---------------|---------------------|
| Appreciation | Acceptance | Courage | Appreciation | Curiosity / Enquiry |
| Caring | Concentration | Determination | Calm | Dependability |
| Compassion | Confidence | Discipline | Humility | Equality |
| Fairness | Co-operation | Discrimination | Optimism | Honesty |
| Forgiveness | Contentment | Economical | Respect | Integrity |
| Generosity | | Endurance | Understanding | Sincerity |
| Helpfulness | | Independence | | |
| Kindness | | Initiative | | |
| Loyalty | | Manners (cultural) | | |
| Patience | | Obedience | | |
| Selflessness | | Perseverance | | |
| Thoughtfulness | | | | |

| | Brief Definitions of the Sub Values: | | |
|---------------|---|--------------------------------------|---|
| ACCEPTANCE | To be able to accept one's present situation, changes and differences in people. | CURIOSITY | Eagerness to know about something of interest. |
| APPRECIATION | Being satisfied and appreciative of what one has. To feel or express gratitude. To respect and care for nature and all living and non-living things. | DETERMINATION | To have firmness of purpose. To have the will to try to succeed. |
| CALM | Feeling relaxed in any situation. Not easily agitated. Without anxiety or strong emotion. Having an inner quiet. | DEPENDABILITY | Being known as someone who can be relied upon. To be trustworthy. |
| CARING | To be thoughtful and sensitive to another's feelings. To be considerate of another's needs. To take care of one's own health, hygiene, possessions, appearance and well-being. To be kind to all living beings. | DISCIPLINE | To be able to control one's own emotions and actions. To be obedient to authorities, rules and regulations. |
| COMPASSION | To feel and treat another's hurt as your own. Feeling sympathy for another in distress | DISCRIMINATION | To discriminate between right and wrong. To be able to make choices that are good for self, others, and the environment. |
| CONCENTRATION | To focus on details in matters of importance. Being aware of one's thoughts and actions. | ECONOMICAL | Avoiding unnecessary wastage. Making the best use of resources. |
| CONFIDENCE | Having self assurance Belief in oneself and capabilities Self-reliant. | EFFICIENCY | To be competent in all duties undertaken. |
| CONTENTMENT | To feel calm. To feel satisfied with the things you have and the way things are. | ENDURANCE | To be able to tolerate long periods of exertion, pain or hardship. |
| CO-OPERATION | To be able to co-operate effectively with others during group tasks and situations. | ENTHUSIASM | To be wholehearted and positive about anything undertaken by self or others. |
| COURAGE | Having the courage of one's own convictions. Being brave in scary situations. Having the courage to try new things, etc. | EQUALITY | To treat others as being the same as oneself. To treat all in the same manner. |
| FAIRNESS | To treat everyone equally. | MANNERS (cultural values) | Behaviour that is considered correct and acceptable by the society in which you live. Remembering that manners may differ in different cultures. Being generally thoughtful towards others and not behaving or speaking in a rude manner. |
| FORGIVENESS | Forgiving self and others for wrongdoing | OBEDIENCE | To respect and comply with the rules and direction given from a higher authority. To obey the laws of the land. |

| | | | |
|---------------------|---|-----------------------|---|
| GENEROSITY | A willingness to give help, or time freely. To give to others when appropriate. | OPTIMISM | To believe and hope the best for all. |
| HELPFULNESS | To be ready to give time and help to someone in need. | PATIENCE | The ability to endure delays without getting upset. To be able to do painstaking work calmly and without complaint. |
| HONESTY | To be honest in thought, word and deed. To have the characteristic of - Being fair, truthful, and morally upright. Not listening to gossip, or engaging in gossip, or what is known to be lies. | PERSISTENCE | To keep trying, even when something seems difficult, or impossible. |
| HUMILITY | To have an unassuming nature. To be modest and humble. Not bragging. | RESPECT | To show consideration for all living things. To show consideration for the environment. To show consideration for the property and the feelings of another person. |
| INDEPENDENCE | Not relying on others for help. Learning to do tasks for oneself. | SACRIFICE | The giving up of something that is valuable or important to you and not looking for a reward. |
| INITIATIVE | To be resourceful and inventive. Using common sense in a situation that needs spontaneous action. Able to plan satisfactorily. | SELFLESSNESS | To consider the needs of others first before one's own. |
| INTEGRITY | Having high moral principles | SINCERITY | To mean what one says. To be honest and open. Be one in thought, word, and deed. |
| KINDNESS | To care and to share generously. Not being hurtful by teasing or bullying or in any other way. To show thoughtfulness to all living beings. Being thoughtful towards the environment. | THOUGHTFULNESS | Being thoughtful with regard to the consequences of one's actions. Being observant of the needs of others and offering help where needed. Being well behaved. |
| LOYALTY | To be devoted or dutiful to a person or a cause. To be proud and supportive of one's country. | UNDERSTANDING | To try to understand that another person's character may be different to your own. To understand that another person may have a different culture, religion or belief system. To understand the need for everyone to live the positive character values. To understand that living the values promotes peace and happiness for self and others. |

Requirements for ensuring the success of this method

1. The Teacher as a Role Model

For the method to be wholly effective, it is especially important for the teacher to be a suitable role model and put into practice the values that are being promoted. In fact, it would be a great advantage if all the adults that feature in the life of the child were positive role models. Children will adopt the behaviour that is modelled to them. The saying 'Do as I say and not as I do' is not acceptable for guiding children in a moral way. (Marron, 2011) agrees with the importance of teachers being role models:

Teachers are responsible for shaping future generations and therefore inspiring each child to become a great human being is essential pedagogy. Consequently, the accomplishments of our schools may then include the enhancement of goodness and character, which becomes part of our culture and the development of civilisation.

Jenkins, (1996:35) refers to the need for teachers to be role models:

Children need role models - the support of personal examples for behaviour. This is why it's so important for the guiding adults to 'walk the talk' to 'practice what they preach'. Children need teachers who live peace, love, and joy from their inner core.

2. The Parent as a Role Model

Sai Baba has stated that parents having the first and major influence on their children, have the responsibility of shaping their character by providing them with knowledge of the right values and encouraging them to put them into practice. They should not give their children the impression that getting a good job and becoming wealthy is the most important aim in life. Their obligations do not end with providing shelter, food, clothing, etc. Sai Baba also stated that if parents were truthful, honest, and calm under all provocation and full of love in all dealing with others, then the children too would grow up in Truth, Righteousness, Peace, and Love.

(Farmer and Farmer (2000: 150-151)

Children of all ages have one thing in common: they close their ears to advice and open their eyes to example.
—The Tablet

It is good to remember that the children receiving value lessons today will be the parents of tomorrow.

3. Love as the main ingredient

Love is the main ingredient in this method and as shown below, sustains the other main values; therefore, love must be the connecting factor between the teacher and the children. Teaching from the heart of the teacher to the heart of the child and making direct eye and heart contact ensures that the child has absorbed the message.

Teachers must teach from the heart and reach into the heart of the child. —Jumsai (1997:4)

The direct to the heart practise provides the child and teacher with a dedicated space in which to experience the essence of intrinsic human values —Marron (2011)

4. Discipline

Children need and appreciate discipline; it enables them to understand boundaries. Sai Baba states that if children take to wrong ways then it is the responsibility of the parent to correct them and bring them to the right path. He says that the obligations of parents do not end with providing food, schooling and worldly matters. The children should also be provided with right values. While teaching with love, there must also be present the aspect of discipline. It is important for children to develop the ability to control their senses, mind, and thoughts and direct them towards good.

Farmer and Farmer (200: 152) from Divine Discourse March 1984.

5. Making the right choice of Materials

- A. It is a necessary part of teaching values education to remember that all of the resources and activities need to be selected carefully. It is of little benefit teaching a values lesson and then allowing children to watch programmes on the television or read books that contain violence or negative aspects of life. Do not assume that students will discern for themselves, because in all probability they will not yet have the skills to do so.
- B. The books used for children to learn and practise reading from and all other reading books need to be not only of high interest but contain uplifting or positive content. When learning about characters in history, promote ones who are famous for their good deeds or brave actions.
- C. If the deeds of a notorious character are to be taught as part of a history lesson, make sure that the angle of 'crime doesn't pay' is emphasized. (The notorious character is usually caught, imprisoned, or in some countries executed.) If war is the subject, make sure the ensuing results are given adequate description. Include the facts about the devastation that is caused by war. How so many people lose their lives and many at a very young age. How homes and buildings are destroyed and all the other damage caused by war. Emphasise the necessity and advantage of living in peace.

A Prelude to the Lessons

Children need to experience the feeling of joy that one gets when being helpful. Once the child has had this experience and had it repeated a few times, the child will subsequently associate the thought of helping with a feeling of joy.

Ask the children to perform an unselfish task for someone in need. It could be to help a grandparent or elderly person with a difficult task. Ask the children to remember the feeling they had when they performed this helpful activity. Later they can record it in writing or drawing, or express it verbally. From the experience of helping on a one to one basis, the child then needs to experience the joy of helping as part of a group.

Suggestions for a prelude to the lessons are as follows:

- A. Take children to visit an aged care home, children's hospital, or other institutions where any of the following activities would bring joy to the residents:
- B. Sing a repertoire of joyful songs.
- C. Act a mime or values story.
- D. Dress up in fancy clothes and go around the people giving them the pleasure of seeing you and talking with you.
- E. Take collected books and toys to children in hospital. Make sure they are in good condition and that the books contain stories that have a positive and joyful theme.
- F. Make decorative cards. They can include a quotation or a get-well message if they are for children or people who are sick in hospital.
- G. Show paintings with a values theme and message, created at school or at home.
- H. Take it in turns to help in the kitchen or canteen.
- I. Have a Grandparent's Day as well as a Parent's Day at school. If at home, make special cakes, food and invite grandparents, or an elderly neighbour for morning or afternoon tea.
- J. Give children the opportunity to express any ideas that they may have about what they could do to help, or make others happy.

Information and Instruction for planning the Direct Approach

- A. Work in conjunction with the sample sessions, for example read the information first and then try one of the sample sessions. You may then need to revise some of the information before proceeding to the next sample session.
- B. Each activity is designed to reinforce the selected values. However, if you cannot find an activity that contains the value that you have selected, then choose one that is enjoyable.
- C. One or more children can be included in the session. The teacher can adapt the contents of the session to the level of the capability of the child or children.
- D. The teacher may use the sessions daily or weekly, or adjust them to times that are suitable for them. The same applies for the number of activities that are undertaken, and the time taken for each session.
- E. Each session begins with a warm greeting. At the end of the session, the students thank the teacher for the session and the teacher reciprocates by thanking them for their high level of involvement. This procedure will give the students practice in showing appreciation and respect.

About the Five Teaching Techniques

The lesson plan is structured around these five teaching techniques:

1. A QUOTATION, A SAYING, OR A DYNAMIC/POSITIVE THOUGHT
2. SILENT SITTING OR MEDITATION
3. STORY TELLING
4. GROUP SINGING
5. GROUP ACTIVITIES

1. Quotation, Saying, or Positive Dynamic Thought

Select a quotation that is relevant to the target value.

- A. Children can create posters or copies of the quotations to put around the home or school. If repeated several times the quotation will become part of the child's subconscious mind.
- B. The quotation can then be recalled at an appropriate time. For example, 'A stitch in time saves nine' will remind the child when there is a situation requiring patience.
- C. Plan for questions or a discussion to ensure children will understand the meaning of the quotation.

2. SILENT SITTING

A few minutes of sitting silently will help the children to settle. It is a process of 'tuning in' which puts children in touch with their own inner feelings, and helps with their emotional growth. It also helps to increase their attention span, enabling them to concentrate on the content of the session plan and all learning content to follow.

(An example for silent sitting)

Please note: Older children and children who have had more experience may be able to rest longer between directions.

(Play peaceful music varying the volume as appropriate.)

Sit comfortably with your back straight.

Take a deep breath in, and now slowly let it out again.

Close your eyes and listen to the music.

Listen for when it plays a little louder.

Listen for when it plays a little quieter.

Feel quiet and peaceful while you are listening.....

When the music stops playing, slowly open your eyes and sit quietly.

Please note:

- a) The dots represent the time you have allotted for the children to stay silent.
- b) Be creative and create your own visualisations.

The Light Meditation (suitable for older children)

Ask the children to sit with their backs straight and look at the lighted candle for a minute or two. Then ask them to close their eyes and visualise the light in their mind. (If a lighted candle is not available, ask the children to visualise a bright light in their mind). With their eyes closed, the teacher slowly guides the children as follows:

(Make the time allowed for the pause to be in accordance with the children's maturity and extend as children become more familiar with the process.)

This light is pure love and wisdom. Imagine that it is now filling your minds and thoughts. Wherever light is, darkness cannot remain. Pause. Your thoughts are now filled with light. Pause. Think only good thoughts. Pause. Now take the light to the eyes so that you may see only pleasant sights. Pause. Next, take it to the ears so that you will hear only good sounds. Ears are not for listening to gossip or criticism of others. Pause. Now take it to the tongue and mouth, remembering always to speak the truth and to speak softly and lovingly to others. Only drink and eat what is healthy. Pause. Take the light now to your hands, may they always be helpful to others, Pause, and now to your feet, may they always take you to good places. (Pause a little longer here)

Imagine now that the light is radiating from your being and surrounding parents, carers, relatives and friends. Pause. Take this bright and pure light to your heart filling it with light and love. Now imagine it to expand so that it may fill the whole world with love and peace. Pause. Then take it to every corner of the universe, filling it with this pure light. Feel the light in every part of your body and say:

"I am in the Light, the Light is in me. I am the Light" (repeat) Now slowly open your eyes. Stretch and relax.

3. Story Telling

Value-based stories have an impact on the mind of children; this helps them to make right choices in their life.

Since the dawn of creation, nothing has been more effective than stories to drive a message home to an audience. A story generates interest, captures the attention, and leaves a beautiful moral to think and act upon. ... Stories can have a direct impact on the conduct of children and thus are extremely useful for cultivating the value of righteous conduct. —Education in Human Values (A Course book for Training of Master Trainers) (2008-153)

Choose a story that you know will appeal to the child's interest and emotions, and be relevant to the child's experience.

Tell the stories in a variety of ways, for example, the use of puppets. Create your own stories. Inspire children to create their own stories, either individually or as a group. Teachers create stories with the help of children's ideas. Change the beginning or end of a known story.

Find stories in public and school libraries, second hand shops, markets and on the internet.

Try stimulating the children's imagination by telling them a story without pictures or other visual aids.

Inspire older children with true stories about people who are famous because of the good work they have done during their lifetime. For example:

FLORENCE NIGHTINGALE

Became famous for her compassionate nursing of wounded soldiers in the Crimean war. They thought of her as a ministering angel.

GEORGE WASHINGTON

Was the first president of America. At the age of six years George admitted he was the one who had cut the bark on the cherry tree, saying to his father, "I cannot tell a lie, father you know I cannot tell a lie".

JOHN APPLESEED

Planted apple seeds in nurseries around America and was always ready to help those in need.

GRAHAM BELL

Curiosity together with his imagination and perseverance led Bell to being the inventor of the telephone. He was also a philanthropist.

ELIZABETH FRY

Was famous for her prison reform.

MOTHER TERESA

Became famous for her total dedication to helping the poor and nursing the sick in India.

TRUE STORIES ABOUT BRAVERY

Use news items and newspaper clippings of people who are in the news because of an extraordinary act of bravery or compassion.

Questions about the Story

In addition to asking questions that illustrate the level of listening and concentration, ask questions with regard to how they felt about some relevant part of the story. It is important to get the children's reactions with regard to their feelings, for they are the key that will enable you to assess the level they have reached in their understanding of the value you are targeting.

You can vary your questions by placing one of the following words at the beginning of some of your questions. Who, What, When, Where, Why, How.

Make sure you do not choose the same children who are confident and enthusiastic about answering questions. This will prevent the less confident children from gaining the courage to try.

Make sure that the less confident ones know that there are not any right or wrong answers. Encourage them by asking simple questions you know they would be able to answer.

5. Group Singing

Choose a song that reinforces the value for the lesson and is a joyful activity for the child.

A song can plant valuable seed thoughts into a child's mind.

Jenkins (1996:93)

The words to the songs need to be positive and express the joy of the good things in life. Many song lyrics express the opposite and have a negative effect on the subconscious mind, which experts believe may lead to the possibility of producing suicidal tendencies in young people. Many songs are available for children that include lyrics with values. If you can't find the song that you want, then make up your own words to well known tunes. For example, you can use nursery rhyme tunes and tunes that are no longer in copyright:

To The Tune Of 'Row, Row, Row Your Boat Gently Down The Stream.'

'Share, share, share, and care

With everyone you see,

Full of love and tolerance,

That's how the world should be.'

When teaching a new song:

- A. Begin the singing session by warming the children up by asking them to sing a well-known song first.
- B. Let the children repeat the words after you a few times, and then repeat all together slowly and in rhythm.
- C. Discuss the meaning of the words.
- D. Children follow the teacher singing the song slowly, and then singing in its correct tempo.
- E. A new song needs to be repeated many times before it becomes familiar. In order that repetition does not become boring for the children, the song may be sung in various ways:
- F. Boys and girls sing a verse separately.
- G. Singing the song in alternating loud and soft tones and with a high and low pitch.
- H. Interchange singing known songs with the new ones.

These are just some of the ways in which a song may be repeated without becoming monotonous.

Please note: Young children's voices may not be fully developed, especially until aged seven, and it is important to choose songs that are within their present voice range

6. Group Activities

Choose one or more activities according to the time you have. Write the materials needed in your lesson plan accordingly.

ART WORK

The medium of art will help the child to express the feelings that have arisen during the session.

Vary your choice from the many forms of art.

Colouring-in projects are not to be encouraged as this dulls the child's imagination and often becomes boring.

ROLE-PLAY

Role-play is a wonderful activity for reinforcing the targeted value.

The actors volunteer or are chosen by the teacher.

The children act out the story and then, they or the teacher choose who will act the story again.

The story may be acted out several times giving the opportunity for more children to participate.

MIME

The teacher asks a child to mime a situation that includes the target value. For example, a scene that includes the value of being helpful.

The child may mime helping their mother by doing a household chore.

Older children may choose something more complicated like helping a disabled person to do their shopping at the supermarket.

The rest of the children have to guess what the actor was doing in the mime.

The one that guesses correctly is the next one to have a turn.

CREATIVE WRITING

The younger children may draw a simple picture with a theme about a value that has been the focus in one of their sessions. For example, two stick figures and a bus could depict someone helping an old person getting on or off a bus.

If children are not able to write, they can say the words to their teacher who can then scribe them on their drawings. The children can later write over the top of the teachers writing if they are able to do so.

Older children may write about the target value. The teacher can help by discussing their creative ideas with them.

MUSIC

Children may enjoy music in numerous ways:

Listening to music while they are silent sitting or when painting.

‘Music and Movement’ is an enjoyable experience for children. (Ask children to express their feeling for the music through body movements.)

The playing of musical instruments is also an activity that children enjoy, and at the same time can help children improve listening skills, motor co-ordination, and music appreciation.

GAMES

Values can be reinforced through the playing of games, for example:

- A. To have patience when waiting for a turn.
- B. Sharing, and taking it in turns to use the play equipment.
- C. Learning about group dynamics can be a positive experience that is helpful in life.
- D. Games can also be played that will help reinforce a value that is a particular focus. For example, the game ‘Hide and seek’ can be changed to ‘Hide the Value’ by hiding an object with a value written on it. The child who finds it has to say something about that value.

- E. The most important requisite in the playing of games is for the children to enjoy the activity. In fact, all the activities need to be enjoyable.

ADD THE FOLLOWING HEADINGS TO YOUR PLAN

MATERIALS NEEDED

List here the materials you will need for the activities you have selected for this session.

CLOSURE

Closure is a short activity that ends the lesson. For example, children can repeat the quotation three times. Alternatively, sing a song, or say a rhyme that is appropriate for the value in the lesson.

SUGGESTIONS FOR ONGOING ACTIVITIES

Write here if you have an idea that you would like to carry over to the next session.

EVALUATIONS

Write your evaluations on your lesson plan; see the chapter 'Suggestions for Evaluating Your Sessions'. Extend your plan to include visiting the community; See Chapters – 'EXTENDING FROM HOME AND SCHOOL INTO THE COMMUNITY' and 'THE STAFFROOM AND SCHOOL BUILDING' appear towards the end of the book, after the Integrated Sessions.

Suggestions for evaluating your Sessions:

- Reflect on your performance, as a teacher is the cause of any negative results that may have occurred during the session, for example students who are not listening or responding to the lesson in a positive manner may be finding that the content is below or above their level of understanding, if so adjust accordingly.
- The content may not be of sufficient interest to motivate them to respond to you in a way that you would expect. If this is the case, change the planned session and replace with a story or activity that you know will be more enjoyable for them.

What we learn with leisure, we never forget. —Alfred Mercier

- Realise that children may understand and act positively towards the value that has been introduced in the session, but that they may not necessarily transfer that same value to a different situation. This is more relevant for older children. The teacher may ask them to think of another situation that would require the same value action. If they cannot think of another situation, the teacher may help by making suggestions until such times the children will come to understand the idea of transference and can think of situations themselves. An example would be that a child understanding the values of compassion when it relates to people might not necessarily transfer the value to being compassionate towards animals.
- Make casual evaluations by observing behaviour in everyday activities. The activity can be purposely set up if required. Different ways of evaluating can be used at various times. Parents can observe children who have received value sessions at school or home to see if the values that have been targeted in a session are being demonstrated at home. The parent can then pass on the information to the teacher.
- You might like to use worksheets for children to write their answers to the value questions. However, limit the times in which you use this method because the children get to know and write the answers they know the teacher is expecting. It will not, therefore, be a true record of the children's understanding.

Organising your Evaluations:

1. Create a system by which you can quickly see if there has been an improvement in the behaviour and attitude of the students at both individual and group level.
2. At an individual level, make a filing box and a card for each child. Make columns on the card showing date, name of session, and comments with regard to the results. Alternatively, make a folder for each child in which you can comment on observations of progress and any relevant drawing or work done by the child.
3. At Group Level, make a checklist for brief observations that you may want to make about one particular activity. Columns can be made as below:

[illegible]

Following the completion of the sample sessions and all information, you will be ready to start creating your own lesson plans.

Lesson Plan Format for the Direct Method:

Copy the format into a book, alternatively print on paper and photocopy ready for your future lessons. Leave enough space for you to write between each heading.

AGE LEVEL:

MAIN VALUE:

RELATED VALUE:

OBJECTIVE: (LESSON INTENTION)

A QUOTATION (and a discussion/or questions relating to the quotation.)

SILENT SITTING:

STORY - plus questions about the story.

ACTIVITIES:

MATERIALS NEEDED:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

SUGGESTIONS FOR ONGOING ACTIVITIES:

EVALUATION:

Planning your Lesson for the Direct Method:

Enter the age level of the children on your plan and select the main and related value from the list provided.

Remember to try at least a few of the sample session plans first.

- A. From the answer children give to the questions, you can assess whether or not the children will need further sessions on this value.
- B. If the children are younger, give them a toilet reminder before you start the session.
- C. In order to gain the children's attention, start the session with a greeting followed by a song or a rhyme, this will help them settle without you having to keep asking them to sit still and be quiet.
- D. Another method that is helpful for settling the children is for the teacher to clap a sequence and the children copy by clapping the same sequence, for example, the teacher gives two quick short claps followed by three slow long ones. The children copy and continue in time with the teacher.

- E. From the answer children give to the questions, you can assess whether or not the children will need further sessions on this topic.
- F. In order to gain the children's attention, start the session with a greeting followed by a song or a rhyme. This will help them to settle down without you having to keep asking them to sit still and be quiet.

The Lessons

Index for Sample Lessons - Direct Method

(Showing age group, story title, value, and theme/topic.)

Lesson 1. Early Childhood REBECCA AND THE MUSICAL BOX. Truth - Honesty.

To learn to respect other peoples' property and to know and understand that it is wrong to take anything that does not belong to you without permission.

Lesson 2. Early Childhood/Junior Primary JOEY'S SCARY ADVENTURE. Right conduct - Discipline.

To understand why it is wise to obey parents, and those who are in authority.

Lesson 3. Early Childhood/ Junior Primary THE MISCHIEVOUS TWIN ELVES. Peace - Contentment.

To be content with circumstances as they are at present. Not hankering after something better than that which one already has.

Lesson 4. Early Childhood /Junior Primary STRANGER DANGER. Right conduct - Obedience.

Respecting and obeying directions that have been given by a parent or person of authority.

Lesson 5. Early Childhood/Junior Primary THE SUN PRINCESS. Love - Appreciation.

To be aware and appreciate that life depends on the sun and the other elements of nature.

Lesson 6. Middle Primary THE LOST FRIENDSHIP. Peace - Acceptance.

To accept that people can change and do not always behave in the way one expects.

Lesson 7. Middle Primary JANITA FORGIVES THE TWO FRIENDS. Love - Forgiveness.

To understand that to be able to forgive another person's wrong doing can promote peace of mind and happiness for self and others.

Lesson 8. Middle Primary THOMAS LEARNS MORE ABOUT BEING HONEST. Truth - Integrity.

Being honest means in all circumstances. Not to take anything that does not belong to you and that you have not earned or had given to you honestly.

Lesson 9. Middle Primary THE REAL VALUE. Right conduct - Discrimination.

To understand the meaning of human values and the importance of having a good character.

Lesson 10. Middle Primary/Upper Primary PANIC IN THE WILDLIFE PARK. Right conduct - Discrimination.

Talking and listening to gossip can be the cause of creating a dangerous or unpleasant situation

Lesson 11. Middle Primary GERTRUDE THE COCKATOO. Love - Patience.

Learning quotations and sayings can be helpful by bringing an appropriate one to mind when needing to make the right decisions.

Lesson 12. Upper Primary ROBERT THE BRUCE. Right conduct - Determination.

Inspiring students to have the courage and determination to achieve their goals.

Lesson 13. Upper Primary GOOD MANNERS. Non-Violence - Respect.

To understand that having good manners is a necessary requirement for being respected by other people.

Lesson 14. Upper primary A FRUITFUL SEARCH. Right conduct/Truth - Discrimination/Curiosity (Enquiry)

To inspire children to think about the purpose of life.

Lesson 15. Upper Primary THE SUNFLOWER STORY. Truth - Curiosity/Enquiry.

The aim of this session is for when children are ready and ask questions about the subject of dying.

(Teachers can discriminate when and if this subject is appropriate.)

Lesson 16. Upper Primary TOSH. Non-Violence - Understanding.

To encourage discussion on the topic of bullying.

Lesson 17. Upper Primary THE AFRICAN THEME. Non-Violence - Understanding.

For children to have an understanding of children coming from other countries and cultures and to be friendly towards them.

Lesson 18. Upper / Middle Primary. THE BOY WHO BECAME CONTENT. Love - Caring.

For children to learn that loving relationships are more important than material possessions.

Special Sample Lesson:

Upper Primary CHLOE AND THE PERFECT WORLD. Truth - Enquiry.

The story tells about the afterlife of a girl who has died.

The story is for being available if the circumstances require a topic of this nature. The story gives an opportunity for teachers and children to discuss the topic of life after death.

Please note- for extending your lesson plan see –

EXTENDING FROM HOME AND SCHOOL INTO THE COMMUNITY and

THE STAFFROOM AND SCHOOL BUILDING towards the end of the book after Integrated Sessions.

Lesson 1 - Truth - Honesty

LEVEL: Early childhood /Junior primary.

VALUE: Truth RELATED VALUE: Honesty

OBJECTIVE: For children to become aware that it is wrong to take something that belongs to another person.

QUOTATION:

Honesty is the best policy

Proverb

DISCUSSION:

Discuss the meaning of the quotation.

SILENT SITTING:

Teacher: - Have soothing classical music ready to play – Your own favourite or perhaps a selection from Mozart, for example ‘A Serenade’ from ‘Chill with Mozart’.

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably, with backs straight.

Take a deep breath in. Let it out again....

Close your eyes and imagine you are sitting on a cloud.

The cloud feels soft and you can hear music playing.

You are relaxing on your cloud, enjoying listening to the beautiful music.....

The music gradually fades.

The cloud has now brought you back to your seat.

Open your eyes and rest your hands on your knees.

STORY

REBECCA AND THE MUSICAL BOX

Rebecca loved going to school. This was her third week. Today she was particularly excited because it was her turn for 'Show and Tell'. This meant that she could take her music box to show the children in her class.

Rebecca's teacher liked the children to bring a favourite item to school to show and talk about it to the other children. This would encourage them to have confidence in talking in front of a group. All the children enjoyed 'Show and Tell' and it was particularly helpful for the children who needed to overcome shyness. The teacher put their names on the board next to the day when it would be their turn to bring their item to show. Today it was Rebecca's turn.

Rebecca's Granny had given her the music box for her birthday. When the key at the back was turned and the lid lifted, the figure of a ballerina would turn in time to the sound of the beautiful music. The lid had a mirror on the inside making it look as if there were two figures turning instead of one.

Rebecca loved her music box and was eager to show it to her friends and the other children in her class. When it was time for Rebecca to show her music box, she happily got it out of her bag and showed it to the children. First, she turned the key, which wound the mechanics inside the box, and then lifted the lid. The children loved seeing the ballerina

— music box picture —

twirling and hearing the sound of the music, they kept asking her to turn the key again. After Rebecca finished by telling how her Granny had given her the box for her birthday, the children clapped loudly. The teacher thanked Rebecca for her interesting 'show and tell'. Rebecca felt pleased that the children had enjoyed her music box and returned it to her school bag, which was hanging on her hook outside the classroom.

At recess time some of the children asked Rebecca if they could have another look at her music box. Rebecca was happy to show them again, but when she went to get her lunch and the box from out of her bag, she discovered that the box was not there. The other children said that they thought someone must have taken it. Rebecca was unable to believe it at first. She just couldn't believe that someone would take her precious music box from her. She thought maybe someone had borrowed it without asking, and would return it later.

After recess Rebecca and her friends told the teacher what had happened. The teacher suggested that they go to every classroom and ask the teacher to enquire if the children in the class knew anything about the music box. The children did as the teacher suggested, but no one had seen or knew anything about Rebecca's music box.

Eventually Rebecca had to admit that someone must have taken her precious music box. She felt so sad inside that she couldn't even cry.

Not only had her box gone, but also somebody had taken it from her, and she couldn't understand how someone could do that. In addition, she would have to tell her Granny and that made her feel even sadder.

Rebecca's mother took Rebecca to see her Granny so that she could tell her about the loss of her music box. Rebecca's tears suddenly sprouted from her eyes as she began to tell her granny about what had happened.

Granny was sympathetic and tried to make Rebecca feel better. "Think about how the person who took the box must feel, they must be feeling very guilty and unhappy," said Granny.

"But I am very unhappy" said Rebecca. "I know," said Granny. Granny then told Rebecca that she would buy her another music box. Rebecca began to feel more cheerful. However, that was not all that Granny said to make Rebecca feel happier. She also told her that she had a secret she had been keeping until Rebecca was older, but decided that she would tell her about it now. The secret was that Granny had a very old music box that had belonged to her grandmother and had been keeping it until Rebecca was older. It was much bigger than the one she had bought for her from the shop. It had two layers inside for keeping jewellery. It also had a pop-up ballerina and played a beautiful tune. Granny explained the secret to Rebecca and added with a laugh that she would not be taking this one to school for 'show and tell'. Rebecca gave her Granny a big hug, and felt that everything was all right again.

QUESTIONS:

Who gave Rebecca the music box?

Why did Rebecca take the music box to school?

How do you think Rebecca felt when she found her music box was missing?

What was it that Rebecca couldn't believe?

Why couldn't she believe?

Have you ever had anything taken from you without giving your permission? If so, how did you feel?

Why did Rebecca's Granny feel sorry for the person who took the music box?

How do you think someone would feel after taking something that did not belong to him or her?

If you found something, what would you do with it?

ACTIVITIES:

ART:

Give each child a sheet of square shape paper.

Ask the child to fold the paper in half and then half again in the other direction so that the child then has four spaces outlined on the sheet.

Ask the child to draw a musical box in the first space. Draw a sad face in the second space. Draw a Granny in the third space and a happy face in the fourth space.

The child can write or copy corresponding words under the drawings according to their ability.

GAME:

Ask the children to sit in a circle.

Choose one child to be the 'giver'.

The giver holds the present (a small lightweight parcel) and walks around the circle while the children in the circle sing the words below to the tune of 'I sent a letter to my love'

I made a present for my friend and on the way I dropped it.

Someone must have picked it up and put it in their pocket.

The 'giver' drops the present behind a child who has to pick it up and become the 'chaser'.

The 'chaser' then has to chase after the 'giver' to return the present.

The 'giver' doesn't know the real reason for the chase and tries to reach home which is the empty spot left by the 'chaser'.

If the 'chaser' is able to catch the 'giver' and return the present, then he/she sits down again.

The 'giver' repeats the sequence.

If the 'giver' is successful, in reaching 'safe house' (the space left by the chaser) then the 'chaser' becomes the 'giver' and the sequence is repeated.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

The children can show each other their drawings. (They may like to take them home to retell the story to parents or siblings).

SUGGESTIONS FOR ONGOING ACTIVITIES:

The children role-play the story. Older children role-play the story with a different ending.

EVALUATIONS:

Lesson 2 - Right Conduct - Discipline

LEVEL: Early childhood/Junior primary

VALUE: Right Conduct **RELATED VALUE:** Discipline

OBJECTIVE:

To help children to understand that rules are made for their safety and protection.

QUOTATION:

A wise child obeys the voice of authority.

— Author Unknown

DISCUSS:

What do the words 'wise' and 'authority' mean?

Why is it wise to obey a teacher, parent, or someone who is responsible for you?

Display the quotation.

SILENT SITTING:

Teacher:

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably, with backs straight.

Take a deep breath in. Let it out again.

With your eyes closed, listen to the sounds around you.

How many different sounds can you hear?

Can you recognise any of the sounds? Listen carefully.....

Open your eyes.... Give your hands a shake.... Rest them on your knees.

STORY

JOEY AND HIS SCARY ADVENTURE

“Don’t ever go beyond the fence” mother warned her baby joey many times. Joey was curious and full of energy and often ventured far away from his mother. Mother knew about the many dangers existing on the other side of the wildlife park fence where they lived, and was concerned that her baby’s curiosity might lead him into danger. Joey thought his mother worried about him too much and didn’t take any notice of her warnings.

One day Joey saw a hole beneath the fence, he was just able to squeeze through it and see for himself what it was like on the other side. Once he was on the other side, Joey hopped and leapt with joy in his newfound freedom. There were birds, animals, and many sorts of new things he had not seen before, and he kept on leaping further and further away from his home.

Eventually his new adventure was beginning to make him feel tired and it was getting dark. He was also getting hungry and felt the need for his mother and her warm pouch. He wondered which way to go to get back home.

An owl in a tree was just waking up and wondered why the young kangaroo was alone and not with its mother. “Too wit too woo” called the owl. Joey looked up “Why are you by yourself?” asked the owl,

— kangaroo 1 picture —

“Don’t you know the kangaroo hunters come at evening time?” Just then, they heard a loud crack, it was the noise of gunfire. “It’s the hunters who shoot and kill kangaroos, quick hide.” Joey shivered with fright; he hadn’t known that anyone would want to shoot a kangaroo. The people who came into the park treated them lovingly. He lay shivering behind a bush, hiding himself as best he could. Oh, how he wished he had listened to his mother and not left the park.

Joey’s mother knew something was wrong, otherwise Joey would have returned to her by now. He could not be found inside of the park so she knew he must have wandered off on the other side of the fence. She decided to go and look for him. At that time, the wise and compassionate owl had flown to Joey’s mother so that he could guide her to where her Joey was hiding.

As Joey lay there, still shivering and wishing for his mother, he heard a noise and looking up was astonished to see his mother pounding towards him. He happily jumped into her pouch so that she could take him back home. There was still the danger of the kangaroo hunters, but luckily, the owl was there to guide them safely home.

Joey remembered not to disobey his mother again. He knew that his disobedience had risked both of their lives with his foolishness.

He now realised that the reason for his mother’s warnings was her concern for his well being and safety. The owl often flew by to see how they were getting on. Joey’s mother would look up and twitch her ears, which was her way of saying thank-you.

— kangaroo 2 picture —

QUESTIONS:

How did you feel when you heard the story?

Have you ever been disobedient?

Why did Joey think his mother told him not to go to the other side of the fence?

What was the true reason Joey’s mother told him not to go to the other side of the fence?

Have you ever thought your mother to be too fussy about your safety?

Why was the owl just waking up when it was night time?

Why was the owl able to guide the mother kangaroo to her Joey?

Why was the owl able to guide the kangaroos home safely?

ACTIVITIES:

Find information about kangaroos through books or a website and answer the following questions.

What names are given to the following? (Answers are included for the convenience of teachers.)

A baby or young kangaroo? (Joey)

A female kangaroo? (Doe)

A male kangaroo? (Buck or boomer)

A group of kangaroos? (Mob or herd)

Why does the doe have four teats? Answer: (For the four types of milk needed to match the needs of the developing kangaroo.)

GAME:

One child is the chaser. The other children are the kangaroos hopping away as quickly as they can to get away from the chaser. The chaser hops and tries to touch one of the kangaroos; if it is successful, the one that is touched is the next chaser.

Children chant the words below while they hop like a kangaroo.

The kangaroos are hopping,

They are hopping without stopping.

If there are only one or two children in the session, they can chant the above words while they are hopping. The teacher can specify the duration.

ART:

Make a larger size drawing like the one that is illustrated. Ask the child to colour it in and cut it out. Help them to draw and cut a line where the pouch is around the front legs of the joey. The joey then sits in its mother's pouch. Fold the sides to make the picture stand.

RHYME: KANGAROOS ARE HOPPING

Kangaroos are hopping,

Leaping everywhere.

The hunters are a coming

Of the danger, be aware.

When you're hopping to the waterhole

To drink at dusk of night,

That is when they catch you

It's not a pretty sight.

— kangaroo drawing picture —

— kangaroo colour 1 picture —

Kangaroos are hopping

Leaping in the park,

Its good to know you're safe there

Even hopping when it's dark.

MUSIC AND MOVEMENT:

In time to the music, hop around the room and when the music stops put your hands on top of your head with two fingers sticking up to look like kangaroo ears pricking up.

Join up in pairs and take it in turns to be the joey or the mother.

Mother kangaroos sit up on their knees.

Joeys from a short distance away, hop up to and curl next to the mother kangaroo.

MATERIALS: List here the materials you will need for the activities you have selected for this session.

CLOSURE:

The children close their eyes and think about the rules that are made for their safety and why it is best to obey them.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Teacher and children together, discuss and make a list of rules for the classroom or the home.

EVALUATIONS:

Lesson 3 - Peace - Contentment

LEVEL: Early Childhood - Junior Primary.

VALUE: Peace RELATED VALUE: Contentment

OBJECTIVE:

To learn to accept and be appreciative of what one already has.

QUOTATION:

Happiness is where the heart is.

Proverb

DISCUSS:

The meaning of the quotation and discuss again after the story.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably, with backs straight.

Take a deep breath.... Slowly let it out again....

Close your eyes, you are sitting on a garden seat looking at the flowers.

The flowers are variety of colours, some are red, some are yellow, what other colours can you see?

Now they are gently swaying in the breeze.

You are enjoying looking at all the coloured flowers.....

Now it is time to open your eyes and leave your seat.

You are back in your room.

— lotus flower picture —

STORY

THE MISCHIEVOUS TWIN ELVES

Ernie and Elvis were twin elves. They lived with their family and friends in the Elfin Grove near the river. Many leafy trees protected them and human beings didn't even know they were there. In fact, they didn't even believe that elves existed.

— boy on mushroom picture 2x besides each other —

The twins received a lot of love and caring, but were often bored. They were always demanding to be given new things to play with. They didn't appreciate their quiet and peaceful home. When they didn't get their own way, they got into mischief and did naughty things to the other elves. They liked playing tricks, and their favourite one was to wait until an elf had fallen asleep under a tree, as the older ones often did. The twins would remove his hat from his head and throw it up into the tree. They would then hide and watch as the elderly elf woke up and tried to climb the tree to get back his hat. The twins had to put their hands to their mouths so that their laughter could not be heard and they would not be discovered as being the naughty culprits.

The tricks that they played were a source of amusement for the twins, but not for the elves that had to suffer from their naughty behaviour. They were very patient with the twins; they didn't punish them, but just hoped they would grow out of their naughty ways.

One day the twins were sitting on a log feeling more bored than usual. They felt tired of playing tricks and thought about what they could do to make life more interesting. Just then Ernie looked up and saw a rainbow.

Ernie told Elvis the story about the pot of gold being at the end of the rainbow. When Elvis heard this story, he was eager that they should follow the rainbow and get the pot of gold for themselves. "Just think how many toys we could buy and then we wouldn't be bored ever again," said Elvis. Ernie agreed with Elvis and so they set off to find the pot of gold that they thought would bring them so much happiness.

As Ernie and Elvis trudged on over the hills following the rainbow, they couldn't understand why the rainbow kept moving further away. They thought they should have reached the end by now. The sky began to get dark and the elves started to shiver as the sun began to hide its warmth behind a hill and then slowly disappear altogether.

"What shall we do now that the rainbow's gone?" said Ernie. "It's cold and dark and we don't have any food," they cried out to each other. "I wish I was back at home" said one, "me too," said the other.

Just then, a kangaroo came hopping by and saw the elves. "What are you doing here?" asked the kangaroo. The elves told him the whole of their sorry story. The kangaroo told them how stupid they had been to believe the story about a pot of gold being at the end of the rainbow. "It is just a silly old story," he told them.

— rainbow picture —

The elves felt very ashamed and stupid. They had always thought of themselves as being very clever.

The kangaroo was kind hearted and felt sorry for them. He decided to help them. "I know where the elfin grove is," said the kangaroo. "If you hop on my back I can carry you back to your home, but you have to promise to be good from now on. The other elves must be worried about you," said the wise kangaroo.

The twins thanked the kangaroo and promised to be good. They were indeed sorry. They now realised how lucky they were to have a nice home and loving friends and family.

Back at the elfin grove, the elves were very worried about the twins. It was already dark and no one had seen them since midday. Just as they were forming a search group to go looking for them, they heard a thumping sound coming towards them. They looked up and were astonished to see a kangaroo with the twins on its back. All the elves jumped and clapped with joy. The twins were safely home again.

They thanked the kangaroo and hugged the twins. The kangaroo told them that the twins had promised to be good and said he would help by teaching them some new games they could play.

The games would not cost any money and would keep them from being bored. He said he would also teach them how to do some jobs for them, because they needed to be taught how to be useful and help other people.

All the elves agreed including the twins. The kangaroo hopped by at times to teach them some more games and to make sure that the elves were keeping their promise and so far, they have.

— kangaroo 3 picture grumpy face —

QUESTIONS:

Have you ever played tricks on anyone? If so, how do you think it made them feel?

Have you had tricks played on you? If so, how did you feel?

Why did the kangaroo think the twins needed to do jobs?

What do you do, if you feel bored?

Do you ever wish for something better than what you already have?

Do you think you appreciate your home and family?

Do you believe there is a pot of gold at the end of the rainbow?

What do you think is at the end of the rainbow?

Why did the elves feel sorry?

What do you think would have happened if the kangaroo had not come by and helped them?

Do you believe that elves really exist?

Why did the rainbow disappear?

Note: A reminder for teachers to choose activities according to their situation and the time that they have available.

ACTIVITIES:

ROLE-PLAY THE STORY

Two children play the part of the twins, and a few more play the parts of the other elves. One child plays the part of the kangaroo. The teacher can help them to act out the story. Older children can mime the story with a different ending. They can think of an ending that does not have the kangaroo coming to their rescue.

RHYME:

If I am bored, I try to see,

Just how helpful I can be.

If I wash the dishes, or I clean the floor,
I feel very happy and am no longer bored.

GAME:

Choose one child to be Mr. Kangaroo. The children make a circle around Mr. Kangaroo and chant:

“Mr. Kangaroo, what can you do?

Show us how you hop and jump.

Then we can do it too.”

Mr. Kangaroo does the action, and the children copy.

Mr. Kangaroo chooses someone to take his place.

The sequence continues.

ART:

Ask the children to draw their house.

Next, ask the children to draw separately what they like best about it. It may be the garden or their bedroom, etc.

The children write, copy, or write over teacher’s writing, what they like best about where they live.

The children may like to outline their writing with various colours (rainbow writing)

Drawings can be put up on the wall, or taken home to share with their family. MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Children to repeat the rhyme.

SUGGESTIONS FOR ONGOING ACTIVITIES:

The following ideas about rainbows may be used when focussing on the value of appreciating nature.

Activities that introduce the order of the colours of the rainbow:

1. THE RAINBOW COLOUR SONG.

To the tune of This Ole Man

“Red and orange, yellow and green

Rainbow colours to be seen.

With a blue and an Indigo showing off to you

Violet comes last and adds to the hue.”

2. A MNEMONIC FOR THE ORDER OF THE COLOURS OF THE RAINBOW. ‘Richard of York Gave Battle In Vain.’

Ask the children to make up their own mnemonic.

EVALUATIONS:

Lesson 4 - Right conduct - Discipline

LEVEL:

Early childhood/Junior primary

VALUE: Right conduct RELATED VALUE: Discipline

OBJECTIVE:

For the child to be aware that rules are made for their safety and wellbeing.

QUOTATION:

It is better to be safe than sorry.

Proverb

DISCUSS:

Why do you think it is better to be safe than sorry?

SILENT SITTING:

— seaside picture —

Teacher: -

Help the children to choose their special place.

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.) Ask the children to think of a quiet place they have been to, and felt it to be special, i.e. a special place in their garden, by the sea, or in the country amongst the trees. Ask them if they have all thought of a place. If there are children who do not have a special place to think about, then help them to imagine one or show them some pictures for them to choose one they would like to have as their special place.

Close your eyes and picture yourself in your favourite peaceful place...

Look around you at all the things you like about your favourite place....

You like being there and you stay for a while enjoying the peace and quiet.....

It has started to rain and you must leave your favourite place and go home...

Open your eyes....

Shake your hands above your head....

Sit quietly with arms folded.

STORY

STRANGER DANGER

Matthew thought himself to be very grown up now that he was allowed to walk to school without an adult, however, he did have the company of his friend from across the road.

One day Matthew had to walk to school and back alone because his friend was sick and not able to go to school that day.

Matthew's mother warned him not to speak to anyone he didn't know. She was a wise mum and told him that sometimes a person would try to trick a child to get into their car by saying that he/she knew his mother. "So just be very careful and no matter what anyone says to you, ignore them and run to school or home if they are close by. If they are not close by, you must go to the nearest house and knock on the door".

As Matthew walked home from school alone that day, a car pulled up beside him and a woman's voice asked him if he would like a lift. Matthew remembered what his mother had told him and did not answer. He did not even look at the car or the woman. He was feeling scared but was close to home. He ran as quickly as he could until he reached the safety of his home and his mother's arms. When his mother heard his story, she told him he had done the right thing.

Matthew's mother was about to phone the police to tell them about the woman in the car when there was a knock at the door. It was the mother of Matthew's friend. She had come to tell them that on her way back from her shopping, she saw Matthew and thought he might like a lift home. "When you didn't answer me and started to run I knew that you thought I was a stranger and that you might be in stranger danger," she said.

Both mothers praised Matthew for doing the right thing, and agreed it was better for him to be safe than sorry. His friend's mother also told him that his friend was now better and would be going to school with him the next day.

QUESTIONS:

Why was Matthew scared when he was asked if he wanted a lift?

How do you think Matthew felt when the car pulled up beside him?

Have you ever felt scared?

Why had Matthew done the right thing?

What did Matthew's mother tell him to do if a stranger spoke to him?

Why is it better to be safe than sorry?

Where would you go if you thought you were in danger?

ACTIVITIES:

Write on a board for the children to copy.

The rules that help keep children safe from stranger danger.

Below are three suggestions. More rules can be found on the internet.

Do not go up close to a stranger. Keep your distance.

Do not speak to a stranger, they may trick you into believing they need your help to find a place or that they know your parents.

Most important, always run from danger. Do not try to tackle the adults they will always win.

Please note: The children need to have fun activities, especially after a session that has had serious content.

GAME:

One child is chosen to be blindfolded (child one) and has to touch one of the other children who are standing close by.

The child being touched (child two) has to make a noise like a dog barking or a cow mooing.

Child (one) has to guess who that child is.

Three guesses are allowed. If one of the guesses is correct (child two) is the next child to be blindfolded, and becomes (child one)

If none of the guesses are correct (child one) has another turn and repeats the sequence until a chosen child makes a correct guess.

SINGING:

(to the tune of ...)

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then you really ought to show it,

If you're happy and you know it, clap your hands.

Repeat the above and substitute 'stamp your feet' for 'clap your hands'

(Repeat and substitute your own words for 'clap your hands')

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Sing the above song and substitute 'Give a smile'.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Previous lessons on the subject of rules and regulations and why they are needed and can be expanded upon.

Follow up on safety tips for children. There is information for doing this on the internet. The Constable Care website mentioned at the end of the book contains more information and resources on how to keep children safe.

EVALUATIONS:

Lesson 5 - Love - Appreciation

LEVEL: Early childhood / Junior Primary

VALUE: Love. RELATED VALUE: Appreciation.

OBJECTIVE:

To help children to appreciate the important role that the sun plays in our lives. QUOTATION:

Sunshine is a welcome thing. It brings a lot of brightness.

Jimmie Davies.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably, with backs straight.

Take a deep breath...Slowly let it out again....

Close your eyes and imagine you see a pathway leading to a gate.

There are trees either side of the pathway.

You are walking along the pathway until you reach the gate; you wonder what is on the other side.

You are unable to open the gate, and it is too high for you to see over the top, so you slowly wander back down the path.

You see a garden bench and sit down to admire the view.....

It is very peaceful and as you return back along the path, you think how you would like to come here again.....

Open your eyes.... Stand up...Give your body a little shake...and sit down.

STORY

THE SUN PRINCESS

Her name was Princess Sunila but they called her the Sun Princess because she loved the sun. Pictures of the sun in its different stages and places covered her royal bedroom wall. They were pictures of sunsets, sunrises, the sun shining on snow covered mountains, and many more picturing the sun in all its glory. Her favourite was a large painting of the setting sun shining across the ripples of the ocean. Sunila also liked to walk out in the sunshine. Her attendants made sure she wore her sunhat and that her skin was always covered with sunscreen cream. Sometimes she would sit in the shade and talk to the sun; she would say, "How I love the way you keep us warm." "I love how bright and beautiful you are; I know you are always there even when I can't see you."

One day Sunila walked around the Palace gardens and saw a flower she had never seen before. "Oh sun, I have never seen this flower before, please tell me where it came from". The sun answered her: "I made this flower especially for you, it is called a sunflower, and it will always face me whichever part of the sky I am in." "Oh, thank you, thank you" the sun princess replied excitedly and ran to the palace to tell everyone about the sunflower.

Poor Sunila, they didn't believe her, they said she just had a vivid imagination or she must have fallen asleep and dreamt that the sun spoke to her, or maybe even a bird from a faraway place dropped a seed, which had grown into a strange flower. However, the princess knew the truth. What do you think?

QUESTIONS:

How do you feel when you are in the sun?

Why did Sunila love the sun?

What did Sunila say to the sun?

Where is the sun when it can't be seen?

Why did Sunila have to wear a sunhat and have sun cream on her skin?

Do you always wear a sunhat and put sun cream on you when you go out into the sun?

Do you appreciate the sun? If so, why?

Do you think the sun really spoke to Sunila?

What do you think would happen if the sun refused to shine again?

ACTIVITIES:

Discuss: Why the sun is important to our world.

Discuss: The quotation

ART:

Write on the board - "WHY DO WE NEED THE SUN?" and the three answers below.

Food and flowers would not grow without the sun.

Our world would be dark without the light of the sun.

It would be very cold without the sun.

Discuss the three reasons above.

Children then copy the heading and choose one of the three scenes. Next, ask them to draw their chosen scene and write about it underneath.

Alternatively, especially for the younger child, the teacher can make a photocopy of one of the three reasons and children can draw a picture underneath.

NATURE APPRECIATION

Arrange three pots with soil and plant sunflower seeds or any other seeds in the pot.

Pot 1. Stays on a ledge where it can get the sun, but doesn't receive any water.

Pot 2. Is placed in a dark cupboard where it doesn't get any sun, but is watered.

Pot 3. Is placed where it will receive sun and water.

Children water pot 2 and pot 3 every day.

After the appropriate time the children will learn through experience that:

The seed in pot one did not grow without water.

The seed in pot two did not grow without sunlight.

The seed in pot three did grow. Ask the children why.

The children can bring a small container with soil in it ready for them to plant a seed. They can then watch the seeds grow into plants as long as the plants have sunshine and water.

PLANT SUNFLOWER SEEDS

Plant the seeds in a pot or garden and watch them grow. When fully grown watch if the flowers are facing the sun.

MATERIALS: List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Give a sunny smile to everyone around you.

SUGGESTION FOR ONGOING ACTIVITIES:

Appreciation of other aspects of nature. For example, 'In what way are trees helpful to us?'

EVALUATIONS:

Lesson 6 - Peace - Acceptance

LEVEL: Middle Primary

VALUE: Peace RELATED VALUE: Acceptance

OBJECTIVE: To help children to accept changes that cannot be resolved within a short space of time.

QUOTATION:

Always look on the bright side of life

Unknown

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably, with backs straight.

Take a deep breath.... Slowly let it out again.

Close your eyes and think of a time when someone took you to a place where you felt happy. (Teacher, give them ideas – a park – a sports game etc)

Think about this happy time...

Think about the nice things that happened while you were there...

Listen to the sounds... Look closely at the scenery....

Slowly float back to your seat... Open your eyes.

Shake your hands in front of you... Shake them up in the air...

Rest your hands on your knees

STORY

THE LOST FRIENDSHIP

Sam and Leila had been friends since their kindergarten days. They lived in the same area and their mothers had become friends as they walked together when taking their children to the kindergarten. Neither child had brothers or sisters so they often played together at each other's homes. Sometimes both mothers and the two children would go out together and at other times, one mother would take the two children on an outing.

As they became older, it seemed natural for them to still be friends and spend time with each other. They walked to and from school together and sometimes even spent time together when they were at school.

One day everything changed. Sam started spending more time with the friends he had made at school. Leila had also made other friends but it did not take away her feelings of friendship with Sam. She felt a very close and special friendship with him and thought he had felt the same way. She thought that their friendship would never change.

Soon it was to be Leila's birthday and as usual, her mother would provide a birthday party for her. Sam was always the first to be invited, he was her dearest friend, but things had been changing. Sam wasn't leaving the house at the same time anymore so she couldn't walk with him to school as they had done in the past. In addition, he wasn't there at the school gate after school waiting to walk home with her. Leila kept making excuses for him. He was getting older now and maybe he didn't want to be seen with a girl. Leila decided to call at his house, his mother answered the door and said sadly, "I am sorry Leila;

Sam is busy doing his homework and cannot come to the door to see you."

Leila was sure now that her friend did not want to see her anymore. She did not know why until one day on her way to school, she saw Sam with a group of boys, they were not the type of boys that Sam would have been friendly with in the past. The boys were bullies; they had a ringleader who ordered them what to do. They were always picking fights or hurting other children by teasing them and calling them nasty names. One day the ringleader had made fun of Sam because he was friends with a girl. He called him a weakling who needed a girl to look after him. Sam thought he had to prove that this was not true, so he joined the ringleader and his gang. He thought this made him look tough. When Leila walked past, he turned his head the other way pretending not to see her. Leila knew for sure now that he was behaving like the other boys.

Leila was very upset and told her mother what had been happening. “Do you think he will ever change back to the way he used to be?” she asked her mother. “Maybe one day he will realise what has happened to him and decide to change, we can hope for him, and send him good thoughts,” her mother said thoughtfully. She knew that Leila had loved him very much.

Leila’s mother advised her that this was the first experience of something important changing in her life. “Although it has hurt you deeply to see Sam change and lose him as a friend, you have to accept that people and things do change and yet still be able to get on with your life.

The next thing you must do is to invite the children you want to come to your birthday party and make sure they have a good time. It makes you feel better when you care about others and do something to bring them happiness,” her mother said.

Leila listened to her mother’s advice, she knew she would feel sad about Sam for a long time and that she would never forget him, but she believed her mother had told her the truth, and that in time the hurt would go away and she would feel happy again. She knew that when she did think about Sam, she would try to send happy thoughts to him and hope that one day he might change back to his old self.

QUESTIONS:

How did you feel when Sam no longer wanted to be friends with Leila?

How did Leila feel when she saw Sam was being friends with the bullyboys?

Was there anything Leila could have done to help Sam? Discuss:

Have you ever had a friend who no longer wanted to be friends with you?

Has something in your life ever changed and made you feel sad?

How did Sam and Leila first become friends?

What was the advice that Leila’s mother gave to her?

Why did Sam choose to be friends with the bullyboys?

Do you think it is important to have friends that are well behaved and kind?

Why do you think the ringleader wanted to make Sam feel weak?

ACTIVITIES:

DISCUSSION:

Discuss with each other and the teacher whether you have ever felt hurt because of something or someone changing in your life.

WRITING:

Choose to write about one of the sentences below.

Write a letter of appreciation to your friend. Tell your friend the things you like about her or him and the things you like best that you do together.

If you have hurt a friend or someone you love, write a letter to them saying how sorry you are.

GAME: PASS THE PARCEL

Have music ready to play.

Wrap a small item like a pen or a comb in several layers of paper.

The children sit in a circle. When the music starts, the children pass the parcel around the circle.

When the music stops, the child holding the parcel starts to unwrap it.

The child has to pass it on again when the music starts playing again.

The game continues until a child takes off the last wrapper and gets to keep the item.

(Alternatively, the winner may give the prize to a friend of his/her choice.)

MATERIALS: List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Close your eyes and send forgiveness to anyone who may have hurt you. **SUGGESTION FOR ONGOING ACTIVITIES:**

If applicable, continue the above theme and include a section for the children to talk or write about situations within the family or circle of friends that have hurt their feelings. An example could be children whose parents have separated. They may like to add whether or not they have managed to accept their new situation.

EVALUATIONS:

Lesson 7 - Love - Forgiveness

LEVEL: Middle Primary

VALUE: Love RELATED VALUE: Forgiveness.

OBJECTIVE:

To inspire students to be forgiving.

QUOTATION:

It is better to forgive and forget.

Unknown

The weak can never forgive. Forgiveness is the attribute of the strong.

Mahatma Gandhi

Discuss:

Why is it better to forgive and forget?

Why is forgiveness the attribute of the strong?

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit with straight backs and eyes closed.

Imagine you are in a garden.

There is a lawn and many different coloured flowers growing in the flowerbeds.

There is a path through the garden and a garden seat by a tree.

The sun is shining and you sit on the seat in the shade of the tree.....

While you are sitting on the seat, you make this your very own special place.

Enjoy sitting in your special place. Smell the scent of the flowers and the freshly mowed grass.....

You hear a bird singing in the tree...

Realise it is time now for you to leave your special place.

You feel happy and peaceful.

Open your eyes, look to your right. Look to your left. Now look in front of you and relax.

STORY

JANITA FORGIVES THE TWO FRIENDS.

Janita had recently left India, the country where she was born, to live in Australia. Her brown skin and long black hair made her look a little different to the other children in her class. None of the children were friendly towards Janita and so she sat alone at lunch and recess times. Most of the children ignored her, but some liked to make fun of her. Julie and Sandra thought it was great fun to call Janita unkind names. Janita felt like crying, but held back her tears because she didn't want any of them to call her a baby.

Janita's mother could tell that something was wrong with her daughter and asked her to tell her what it was that was upsetting her. Janita let her tears flow as she told her mother how some of the children at school were being unkind to her. Her mother tried to comfort her and said she must try to be brave. "You will have to forgive them," she said. "They just think they are having fun and don't realise how much they are hurting you."

One day at recess, Janita saw Sandra sitting in a corner crying, she was alone as her friend Julie was not at school that day. Janita remembered what her mother had told her about forgiveness, so she went up to Sandra and asked her why she was crying. Sandra told her that one of the boys had pushed her over and she had hurt her knee. "Don't cry", said Janita. "I will take you to the teacher on duty and she will take care of your knee." Sandra felt ashamed for having been so unkind to Janita who was now offering to help her.

The next day Julie returned back to school and at lunchtime sat with Sandra as usual. Sandra told her what had happened the day before. "We shouldn't have been so unkind to her, let us go and say sorry to her and ask her to forgive us" Julie said. They both agreed to do this. "If she does forgive us I can ask her to my birthday party," said Sandra, and again, they both agreed.

The two friends saw Janita sitting by herself eating her lunch and went over to her. "We are very sorry we were unkind to you," they said. "Will you forgive us?" Janita agreed to forgive them. Sandra asked her if she would like to come to her birthday party. Janita replied happily that she would like that very much. The friends invited her to sit and eat her lunch with them and asked if she would like to play with them.

Janita was glad she had forgiven the two friends because from then on, the two friends became three friends.

QUESTIONS:

Have you ever been hurt by someone who has been unkind to you? If so, how did you feel?

Do you feel you could forgive someone who has hurt you in some way?

Have you ever hurt anyone? If so, did you tell them that you were sorry?

What do you think would have happened if Janita had not been able to forgive Sandra and Julie?

Please note: Give the children a chance to talk about any experiences or thoughts they may have about being hurt or having the value of forgiveness.

ACTIVITIES:

ART:

Ask students to draw a heart and write the quotation "Forgive and forget" inside it, then decorate it to put on the wall or to take home.

GROUP ART PROJECT:

Ask students to form a group with the objective of making an art project with reference to information regarding India. They will need to decide the features that will formulate the finished project. They will then have to decide on the tasks involved and who will be responsible for each of them.

SINGING:

Students choose and sing two of their favourite songs so that the lesson can be finished on a cheerful note.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Children shake hands with the child next to them.

SUGGESTIONS FOR ONGOING ACTIVITIES:

1. Write a story about a time when something hurtful had happened to you.
2. Write a story about forgiveness.

EVALUATIONS:

Lesson 8 - Truth - Integrity

LEVEL: Middle Primary

VALUE: Truth RELATED VALUE: Integrity

OBJECTIVE:

For the child to learn that there are other aspects of being honest other than the more common ones, like not stealing or telling the truth.

QUOTATION:

Integrity is doing the right thing even if nobody is watching.

Unknown

DISCUSS:

The meaning of the quotation

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably... Keep backs straight... Close your eyes.

Take a deep breath in.... Let it out again....

Imagine some tall trees; the sun is shining through the leaves on the branches...

Listen to the birds as you walk along the path.

You see a fallen tree and think it would make a nice place to sit for a while.....

As you are sitting, you feel very relaxed and happy.....

It is time to go back now...

Open your eyes and rest your hands on your knees.

STORY

THOMAS LEARNS MORE ABOUT BEING HONEST

Thomas worked hard for his pocket money; to earn it he made his bed each morning, set the table for dinner, and did any little jobs that his mother asked him to do. He spent most of his spare time playing video games and had liked to spend his pocket money on buying new ones. Now he was saving for a skateboard. This was because his friends all had skateboards and could do fancy tricks on them. He thought that if he had a skateboard, he could practise on the slope at the side of his house and then join in with his friends.

When Thomas had saved enough money, he went to the shop that sold skateboards, and chose one that he could afford. After he had paid for it and left the shop, he discovered that he had been given fifty dollars too much in his change.

Thomas was a very honest boy; he didn't tell lies and had never taken anything that didn't belong to him. However, he didn't think that it was dishonest to keep the extra money he now had. He was thrilled, he thought of all the things he could now buy with his extra fifty dollars. He went home with his new skateboard and told his mother about his luck.

He was disappointed when his mother told him that if he had been given too much change by mistake, and did not return it, then it would be the same as stealing. She asked Thomas if he would take something from a shop without paying for it, or if he would take something that belonged to someone else. Thomas answered that he would not do that. "Then you should not keep money that has been given to you by mistake." said his mother.

Thomas's mother knew that she should teach Thomas to be honest while he was still young, so that he would then always know right from wrong when he was older. She asked Thomas what he thought he should do now. Thomas thought he should take the money back and asked her to come with him.

Mother and son went to the shop and explained to the salesperson what had happened. The salesperson was very grateful and told them that if ever the cash register was short of money at the end of the day, he would have to make it right with his own money. He explained to them that he had a big family and was struggling to pay the bills. He would not have been able to pay the fifty dollars without making it hard for his family.

Thomas had not given a thought before as to what would happen when he had thought to keep the extra change. Now he was very pleased that his mother had taught him to do the right thing. It made him feel good inside.

Thomas practised doing tricks on his new skateboard and was then able to have fun with his friends at the skateboard park.

QUESTIONS:

How did you feel when Thomas was given fifty dollars too much change?

Have you ever been given too much change? If so what did you do?

What would you do if you found some money?

What would you do if a shopkeeper gave you too much change?

Has anyone ever taken anything belonging to you?

Why did Thomas decide to buy a skateboard?

What do you do to earn pocket money?

What was it that made Thomas feel good inside?

ROLE PLAY:

The children role-play the story with two different endings.

One ending acted the same as in the story.

The second ending could be that Thomas keeps the change and how things might turn out after that and whether Thomas would feel good about himself.

If there are only one or two children, they could think up the second ending and tell it to the teacher.

(The teacher could write it down for them or help them write it themselves)

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Discuss the various other ways in which one can be dishonest. For example -

If it was a large supermarket that gave too much change to a customer, would it still be dishonest to keep the change?

SUGGESTIONS FOR ONGOING ACTIVITIES:

Read the story of “The Boy who Cried Wolf” and explain how the story tells about another type of dishonesty.

Play the music “Peter and the Wolf”

EVALUATIONS:

Lesson 9 - Right Conduct - Discrimination

LEVEL: Middle Primary

VALUE: Right Conduct RELATED VALUE: Discrimination

OBJECTIVE:

For the children to understand the difference between what is meant by the word 'value' when meant as monetary value, for example 'wealth' and when it is used to describe human values within a person's character.

QUOTATION:

All that glitters is not gold.

Proverb

Discussion: Ask the children what they think is the meaning of the quotation, then ask them again at the end of the story.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably.... Take a deep breath in... Slowly let it out again..... Close your eyes.

Imagine it is raining and you are looking out of your bedroom window.

It is very quiet; you watch the rain as it strikes and trickles down the window.

You are listening to the sound it makes. You feel very relaxed.....You feel as if you are about to go to sleep.....Slowly wake up, open your eyes, stretch your arms into the air, and then slowly bring them back down and place your hands on your knees.

STORY

THE REAL VALUE

My dad would often say to me “your mum is worth a mint” or “your mum is worth her weight in gold.” I knew he was proud of her but I didn’t know what these sayings really meant.

One day when I was at school, the teacher had been talking about us learning values. I wasn’t listening properly because I was feeling excited about going to the Mint the next day. It would be dad’s day off and he had promised to take us. He was a shift worker and didn’t often have a day off at the weekend. This meant that if he took us out on his day off in the week I would get a day off school.

Dad said we would get to see how gold was made. I knew that gold was very valuable so I thought that maybe this had something to do with what my teacher was telling us about when she said we were going to learn about having values.

The guide at the Mint told us about the men who looked for gold, they are called ‘prospectors’ and that in the old days they lived in very rough conditions like the replica ones that were on show.

He also showed us what the gold looked when the prospectors first found it. Then we saw it made into gold bars. It was all very interesting. My dad bought my mum some of the gold jewellery that was on sale, it cost him a lot of money but he said she was worth it.

Another interesting thing was the weighing machine, it not only showed your weight, but also showed how much your weight was worth in gold. My mum was quite big and so she was worth more than my dad or me. Everything was beginning to make sense now. I understood then what my dad meant when he had said mum was worth her weight in gold and that she was worth a mint.

I went to school the next day and at ‘news time’, I told the class how my mum had values. I told them about the Mint and how my dad had bought my mum valuable gold jewellery. I also told them that she was very valuable because the weighing machine had told her she was worth a lot of gold.

The children laughed and the teacher smiled. I didn’t understand. I went home feeling sad and told my dad what had happened at school when I told the class that my mum had values. My dad understood straight away, and explained everything to me.

He told me how proud I should be of my mum's character and not how much gold she had. He said because my mum was so kind and thoughtful towards other people she was special. He explained the difference between things being valuable because they were worth a lot of money and a person having a good character. I began to understand then, that the teacher was teaching us about having values in our character.

Because I had a teacher and parents who were able to teach me about having values in my character and were models for me, I grew up knowing the values of always being truthful, trying never to hurt anyone and being helpful and kind. This has made life easy and happy for me. I will always be grateful to those who taught me the real values in life.

QUESTIONS:

How do you think the boy telling the story felt when the other children laughed at him?

How did he feel after he had learned to have values in his character?

Why didn't he understand at first what the teacher was saying about values?

Why was he grateful?

What happened to make the boy understand the meaning of the word 'value' in relation to someone's character?

Do you know someone who has values in their character?

What do you think the quotation means now that you have heard the story?

ACTIVITIES:

WRITING:

Write down the values that the boy's mother had.

Think of some more values that a person may have and add them to the list.

SINGING:

(To the tune of Mary had a Little Lamb)

If we choose to care and share, care and share, care and share

If we choose to care and share, how happy we would be.

Second Verse:

(Telling the truth)

I will always tell the truth, tell the truth, tell the truth,

I will always tell the truth, today and every day.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Close your eyes and think about all the good things your parents have done for you.

SUGGESTIONS FOR ONGOING ACTIVITIES:

If possible, take the children to a mint, if this is not possible find a documentary or information on a web site. (See recommended web sites at the end of the book)

Write about the values in the character of your friend or teacher.

EVALUATIONS:

Lesson 10 - Right conduct - Discrimination

LEVEL: Middle primary/ Upper primary

VALUE: Right conduct RELATED VALUE: Discrimination

OBJECTIVES: For children to be aware that gossip can cause trouble.

QUOTATION:

SILENT SITTING:

To encourage children not to talk or listen to gossip.

Gossip can cause a dangerous situation.

Unknown

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably. Take a deep breath in... Slowly let it out again.

Close your eyes and think about your favourite colour.

Now imagine that you can fly and that everything you see is this colour.

The sky, the clouds, even the birds are this colour.

Enjoy flying for a little while.....

Now you feel tired and gently float down to the ground.....

Open your eyes, and look around you.

Place your hands on your knees... Relax.

STORY

PANIC IN THE WILDLIFE PARK

Sandy whispered into Lofty's ear, "I think some visitors are going to cause a problem." Sandy didn't like the visitors walking around and looking at them. She didn't understand that they had this nice place to live in the wildlife park only because people paid money to see them, and have a close experience with them. Sandy liked to gossip and Lofty liked to listen. "What makes you think the visitors will cause a problem?" Lofty asked. Sandy explained that she had seen a visitor smoking a cigarette. "It's not allowed and not only that but it could be dangerous, it could easily cause a fire, and we would all get burnt," she said. Lofty said he did not agree.

He meant that he did not agree that smoking in the park could be dangerous. Sandy was furious. "A fire!" she squawked at the top of her voice. "Not dangerous" she added.

The dingoes lived close by. They heard the words "A fire", and because they were kept inside a fence, they became frightened. They knew they would not be able to escape if a fire was to come their way. They howled their protest to their carer who was feeding them. However, she did not understand, she thought they just wanted more food.

"I will go to the fence and see if I can hear anything else about the fire," said Snowy.

The kangaroos lived nearby. Snowy could see them. He saw them suddenly prick up their ears and that meant that they had heard something that was alerting them to danger. "They have very good hearing; maybe they had heard a crackle of a fire somewhere," Snowy thought. His next thought was to shout danger to everyone in the park, and so he howled and howled until all the animals were alerted to the threat of danger.

Matey looked out from his high perch; he was called Matey because he acted like a sailor who had climbed the ship's mast and was about to shout, "Land ahoy".

On this particular occasion, Matey was looking to see what was causing the disturbance. The kangaroos had their ears pricked up; the dingoes were howling; amidst it all, he heard the word 'fire', oh dear! "Everyone, wake up," he said to the others who were always sleeping, "I think there is going to be a fire."

Kola was nearly always asleep except when he was eating gum leaves; he awoke with a yawn, "what is going on? What is disturbing my peace?" He was not happy. "Fire," said Matey. "Do you want to get burnt?" "I guess not," said Kola not fully awake.

Wally wombat heard the word fire, but he didn't know what it meant. He had never been anywhere where there had been a fire. He thought it must be serious though because everyone was making such a commotion. Therefore, Wally thought he would just hide in his play house until it was all over.

"I hear there is going to be a fire," said Slinky Snake to Cranky Crocodile. Slinky wasn't worried because he knew the hand that held him would quickly carry him out of any danger.

"I'm not worried", said Cranky, I'm always in or near the water, fire cannot hurt you if you are in the water." Slinky and Cranky were both very selfish and didn't worry about the other animals or people, as long as they felt safe.

Perky Emu looked out of his fence and called to his friend who lived by the koala bears. "What is wrong? We are so far away down here; we don't get to know what is going on."

His friend told him that there was going to be a fire. "Oh dear, we will all get burnt in the fire." Perky called out to all the other emus, he was very upset because emus weren't able to fly very high and would not be able to get out from inside the fence.

By this time, the kangaroos were getting very agitated, many of the kangaroos had their babies to protect. "I am really getting worried, we have to protect our babies", thought one of the kangaroos. "I think we should escape, we are lucky, we can jump over the fence," she said to the other kangaroos. Little joey looked out of his mother's pouch to see what all the fuss was about. His mother told him to get back inside. Joey obeyed and quickly popped his head back into the safety of his mother's pouch. With joeys safely tucked into their mothers' pouches, all the kangaroos jumped towards the fence. They knew they would be safe there, because if there did happen to be a fire, they could jump over it and escape.

"What shall we do"? asked the baby llama who had heard there was going to be a fire.

"We could ask the wise owl," said his friend who was a bit older and wiser than he was.

They went together to ask Ollie owl. Ollie was not pleased to be woken up in the daytime because this was his natural sleep time. After he had been woken by the llamas, Ollie told them that they were all very silly. "I know everything" said Ollie. It all started with Sandy's gossiping and the others listening to her. When she squeaked very loudly the word 'fire' the koala bears overheard the word and from then on the gossip had grown and all the animals believed there was going to be a fire.

Ollie then, with sleepy eyes, told them to tell the rest of the animals that there wasn't going to be a fire.

"Make sure Sandy knows about the fear and unhappiness she has caused with her gossip. Tell her not to gossip anymore. Also tell the others not to listen to her because if there is no one to listen there cannot be any gossip," said the owl. "Now please go and leave me alone so I can go back to sleep," he added.

QUESTIONS:

How did you feel after you heard the story?

What did Sandy like doing?

What did Lofty like doing?

Explain what you think gossip is.

Why was snake and crocodile selfish?

What did Sandy do to make the animals panic?

What did Lofty do that helped Sandy be the cause of the animals panicking?

Have you ever heard anyone gossip? If so, did you listen?

Why was the owl asleep during the daytime?

Why can gossip cause a dangerous situation?

What did the kangaroos do with their babies when they thought there was going to be a fire?

What do you think would happen if no one listened to gossip?

Finish this sentence. If there is no one to listen - - - - -

How many animals were there in the story?

Can you name them?

ACTIVITIES:

GAME: -

WHISPERS

The original name for this game is Chinese Whispers. However, it is preferable to leave out the name Chinese, as Chinese people may find the original name disrespectful.

Sit the children side by side.

The teacher whispers a short sentence to the first child in the line.

The child whispers it to the next child and so on until it reaches the child to the end of the line.

The child repeats the sentence as she heard it.

The teacher then tells everyone the original sentence. Usually, there is quite a difference between the first and the last sentence.

ART:

DISCUSS THE QUOTATION:

He hath a heart as sound as a bell, and his tongue is the clapper. For what his heart thinks, his tongue speaks.

William Shakespeare

Children cut the shape of a bell out of card and draw a heart on the bell and a tongue on the clapper. Write the quotation underneath.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Think about something you like about the person next to you and then whisper it into their ear.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Discuss the quotation: - Who gossips with you will gossip about you.

Irish Saying

EVALUATIONS:

Lesson 11 - Love - Patience

LEVEL: Middle Primary

VALUE: Love **RELATED VALUE:** Patience

OBJECTIVE:

To be aware that having patience can save time and energy.

QUOTATION:

A stitch in time saves nine.

Proverb

DISCUSSION:

What is the meaning of the above quotation?

Does it mean that if we are careful when we are sewing, we will be less likely to make mistakes that would take time to undo and do again?

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably. Take a deep breath in... Slowly let it out again.

Close your eyes and imagine you are flying in an aeroplane.

Look through the window at the earth below you.

Everything looks very small. It feels very relaxing.....

Now you are flying over the sea, and the boats below look like tiny dots.

The aeroplane is now gradually descending ready to land.

Everything on the ground begins to look larger.

The plane has now landed; sit quietly until it's time for you get off.

Open your eyes... Look around you...Rest your hands on your knees.

STORY

GERTRUDE THE COCKATOO

Gran called her cockatoo after her mother's name, which was Gertrude. When we went to Gran's house, I loved to play with it and hear it talk. Gertrude could say a lot more than just "hello" or "goodbye". Gran taught Gertrude some of the sayings that her mother had taught her when she was a little girl. Gertrude was now teaching me the sayings. "No use crying over spilt milk" and "A stitch in time saves nine" were two of her many sayings.

Once Gran spilt her milk, Gertrude said, "A stitch in time saves nine". Gran and I laughed. Gran told Gertrude that she was a silly cockatoo because she got it wrong.

One day, my Mum told me that Gran had died. I was very upset and cried and cried, and then I heard a voice saying, "no good crying over spilt milk." It wasn't the voice of a person; it was the voice of Gertrude. I stopped crying, and then I started to laugh and cry at the same time. My Mum had brought Gertrude to our house because my Gran had said she wanted me to have her because she knew how much I loved her. I was happy that Gran had left her to me, but I felt sad that my Gran would not be able to hear her or be with us anymore.

Mum said now Gertrude was mine, I must look after her and that meant I had to feed her, make sure she had water to drink, clean her cage and make sure she was always happy.

I bought Gertrude some bird toys out of my pocket money; she especially liked the mirror and would often look into the mirror and talk to her own reflection.

Gertrude often made us laugh, especially when she said the wrong word or saying to suit the occasion. Sometimes she would say "hello" when a visitor was leaving, and "good bye" when they had just arrived.

One time when I was rushing to do my homework so that I would have time to go out to play, I discovered I had made mistakes. I hadn't read the question properly. I groaned at the thought that I would have to do it all over again and that meant there wouldn't be any time for me to play. Gertrude heard my groan and squawked, "Too many cooks spoil the broth." It wasn't the saying that matched my mistake, but it reminded me of one that would have helped me if I had remembered it and that was 'A stitch in time saves nine'. I knew what it meant because Gran had taught me. It meant if I had taken more time to read the question, I would not have made the mistake that I did and that would have saved me the time that I lost. At least Gertrude made me laugh.

Another time I couldn't eat all of my dinner. My mum had taught me that it wasn't right to waste food, as many children in the world did not have enough to eat. Gertrude started squawking, "Waste not, want not," that was funny because this time Gertrude got it right.

Every day when I came home from school, Gertrude would say “Goodbye” and when I said goodbye to her as I left for school she would say “Hello.” However, one day when I came through the door there was no “Goodbye”, Gertrude had died. It was sad to think I would never hear her talk again. Mum helped me to bury her in the back garden. We made a list of all the sayings that Gertrude had known and made them into a pretty card that hung up on the wall to remind us, not only of Gertrude, but also of sayings that can sometimes help us in life. We will always not only remember Gertrude, but will also remember my Gran and her sayings.

QUESTIONS:

How did you feel when you heard the story?

Have you ever had a pet that died? If so how did you feel?

What did Gertrude do to make people laugh?

What did the boy have to do when he became the owner of Gertrude?

How can a saying help you in life?

Which saying would help you to have patience?

Do you know what the sayings mentioned in the story mean?

Which saying would have helped the boy to remember not to rush through his homework?

ACTIVITIES:

DISCUSSION

Discuss what you think are the meanings to each of the sayings below?

“No use crying over spilt milk”.

“A stitch in time saves nine.”

“Waste not, want not.”

“Too many cooks spoil the broth.”

“A bird in the hand is worth two in the bush.”

WRITING:

Children copy from the board, or fill in from a photocopy sheet.

(They could be taken home to show their families.)

Write in the missing word.

A ——— in time saves nine.

—— not, want not.

No use —— over spilt milk.

Too —— cooks spoil the broth.

A —— in the hand is worth two in the bush.

MIMING:

A child chooses a saying and mimes it in front of the class. The class has to guess the saying correctly and then they repeat the saying all together. The child choosing number four will need to ask other children help him/her.

MUSIC:

The children can choose a happy song, or game, that they already know so they can finish the lesson feeling happy.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Repeat each of the proverbs below three times.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Make a poster with sayings written on it and hang it on the wall. It can be referred to at appropriate times.

Think about and record the responsibilities required for looking after pets.

A SAMPLE OF SOME USEFUL PROVERBS AND SAYINGS.

A stitch in time saves nine.

Too many cooks spoil the broth.

A penny saved is a penny earned.

An apple a day keeps the doctor away.

Don't count your chickens before they are hatched.

More haste less speed.

All that glitters is not gold.

Act in haste and repent in leisure.

You have to learn to give and take.

The grass is always greener on the other side of the fence.

Waste not, want not.

Time waste is life waste.

If at first you don't succeed, try, try, and try again.

Oh, what a tangled web we weave when first we practice to deceive.

Sir Walter Scott

EVALUATIONS:

Lesson 12 - Right conduct - Determination

LEVEL: Upper Primary

VALUE: Right conduct **RELATED VALUE:** Determination

OBJECTIVE: To inspire students to have the courage and determination to continue striving for a goal they wish to achieve.

QUOTATION:

If at first you don't succeed, try, try, and try again.

Proverb

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably. Take a deep breath in, and now slowly let it out again.

Make sure your backs are straight...close your eyes.

It is a very hot day, you are feeling very hot; so you decide to go to the beach for a swim.

You are swimming in the cool seawater.

You really enjoy having a nice long swim.

Now turn on your back and float for a while.....

It is time now for you to get out of the water.

Open your eyes and look around you. Rest your hands on your knees.

STORY

ROBERT THE BRUCE

(A story taken from the history of Scotland)

In the year of 1306, Robert the Bruce became the rightful King of Scotland. At this time, the English King wanted Scotland to be under the rule of England and sent large armies north to Scotland to defeat Robert and the Scottish armies.

After being defeated several times by the English armies, Robert had to go into hiding and become an outlaw. He had become weary, and his hiding place in an old barn was cold and damp, he wondered if he had the strength and courage to try again.

As Robert was thinking whether he should give up or try again, he saw a spider trying to make a web from one beam to another. The web kept breaking and the spider would repeatedly try again until it was successful. When the spider finally reached its goal, it made Robert think that if the spider could have so much courage and determination to keep on trying, then he should follow the example of the spider and try again.

Robert did try again, and was successful in winning the battle against the English armies and won back his title to the throne. Robert the Bruce became the King of Scotland. He was a very good King and all the Scottish people were happy.

QUESTIONS:

How did Robert feel before he saw the spider?

Who became the King of Scotland?

Why did the English King send his large armies to Scotland?

What did the spider do that made Robert think to try again?

What did Robert gain from watching the spider?

Can you think of a time when you felt like Robert before he saw the spider?

ACTIVITIES:

WRITING AND DRAWING:

Write out the quotation “If at first you don’t succeed try, try, try again” at the top of the page; then write a few lines about something you feel helps when you are feeling discouraged.

Draw a spider climbing up a web.

GAME:

The following game is an adaption of the game called 'Hangman'. As hangman is not appropriate for a values session it has been altered to become a game called 'Spiderman'.

Draw a spider's web on a board.

One child has to think of a common word of medium length and draw corresponding dashes for each letter.

The other children take turns to guess the word or choose a letter.

If the word is incorrect or the chosen letter is not contained in the word then the first child draws the head of the spider.

With each incorrect guess, the drawing of the spider is continued by adding parts of the body, eyes, legs, etc.

If a letter called out is contained in the word then it is written upon the corresponding dash.

The children try different letters or words until a child guesses the word correctly.

The child who guesses correctly becomes the next child to choose another word and repeat the procedure.

If the spider is formed before the word is guessed correctly, then the child has another turn.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Repeat the quotation to yourself and then together with the person next to you.

SUGGESTION FOR AN ONGOING ACTIVITY:

Ask the students to write about a goal they would like to achieve.

Discuss the quotation Oh what a tangled web we weave when first we practice to deceive.

Sir Walter Scott

EVALUATIONS:

Lesson 13 - Non-Violence - Respect

LEVEL: Upper Primary

VALUE: None-Violence **RELATED VALUE:** Respect (Good manners, a cultural value)

OBJECTIVES:

For students to understand that society respects and appreciates people who show good manners.

To know that manners vary in different cultures.

To be sensitive to people who have come from a different country and culture.

QUOTATION:

A man's manners are a mirror in which he shows his portrait.

Johann Wolfgang von Goethe

Discuss the meaning of the quotation.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably with your back straight... Close your eyes.

Imagine you are going to climb a mountain.

You are climbing higher and higher up the mountain until you reach the top.

You decide to stay on the mountaintop enjoying the peace and quiet.....

Eventually you have to come back down again.

Open your eyes. Sit quietly with hands resting on your knees.

STORY

GOOD MANNERS

Gillian was Ritchie's Grandmother. Ritchie was going to be staying with her in the school holidays. The holidays were only a week away, so Gillian was preparing Ritchie's bedroom. She cleaned, dusted, and put fresh sheets on his bed.

Gillian had brought up four children alone. Her husband had died suddenly when the children were very young. She tried to make up for them not having a father by being very firm as well as very loving with them. She taught them good manners and rules of good behaviour. Now she was concerned that her grandson was not receiving this important teaching. "Parents of today are busy going out to work and not as concerned about good manners as the parents of my day," she thought.

Gillian wondered how she would be able to teach her grandson. He would not appreciate it if she kept on telling him what to do. She would have to be very careful and teach him in a way that he would not even notice.

Gillian gave the matter some thought and came up with an idea that she thought was worth a try. First, she made a list of good manners that she thought were the most important.

To treat older people with thoughtfulness and respect.

To show appreciation by saying “please” and “thank-you” when appropriate.

To be thoughtful towards others by behaving quietly and not disturbing others in cinemas, trains and buses, or other places where people are quietly relaxing.

To knock on a door first before entering.

To replace a chair to its original place after having finished using it.

After a meal, to ask first if you want to leave the table before the others have finished.

When being offered a plate of cakes or other items, to take the one closest to you.

To keep your mouth closed when eating.

Not to interrupt a person when they are talking.

To cover your mouth adequately when sneezing or coughing.

To wipe your feet before entering a house or building.

Gillian thought that maybe she would not be able to manage to teach all the good manners on the list in one visit, but she would do what she could.

The day came when Ritchie came to stay. He always enjoyed staying with his Gran. One of the reasons was that she didn't treat him like a child who needed to be told what to do all the time.

Gillian noticed that Ritchie wiped his feet before coming inside the house, which she thought was at least one she could cross off the list.

The next day Gillian invited her friend round who also had a grandson to stay with her for the holidays. The two boys would be company for each other and Gillian knew that the boy had good manners and would be a good example for Ritchie.

Ritchie and his new friend Alan had lots of fun together. Sometimes the two boys and the two grannies all went out together. Sometimes only one of the grannies would take the two boys, giving the other one a rest.

Alan's grandmother took them on a train one day. The train became packed and people were standing. Alan quickly gave up his seat to let an adult sit down. Ritchie noticed this and many other things about Alan's good manners. He noticed how people liked Alan and remarked on his good manners. Another thing that Ritchie noticed was how happy Alan always seemed to be.

Before Ritchie had to leave to go back home he asked his grandma about Alan's good manners and how could he learn them so that people would like him and be pleased with the way he behaved.

Gillian suggested that they make a list together starting with the ones that Ritchie knew already. Some manners he had known, but had forgotten to put them into practise. They could then put a tick by each one as Ritchie knew or learned it and put it into practise. Ritchie thought it was a good idea.

Over time, Ritchie was able to get many ticks on the list and this made him feel good and feeling good made him feel happy. The plan went even better than Gillian had thought it would. She wanted her grandson to learn good manners without nagging him and this was the result, which made her feel very pleased with herself and her grandson.

QUESTIONS:

How did Ritchie feel when he saw that people liked Alan and the way he behaved?

What do you think about the list Grandma made?

Do you know and put into practice the good manners on the list that Grandma made?

Could you add any good manners to the list that Grandma made?

Why did Ritchie's grandma want to be careful about teaching good manners to Ritchie?

What was it that Ritchie noticed about Alan's action on the train?

What do you think it was that made Alan always happy?

Why did Grandma feel pleased with herself and her grandson?

ACTIVITIES:

Discuss the meaning of the quotation again.

LANGUAGE:

Write a copy of Gillian's list on the board.

Discuss the list with the children and think about what good manners they could add to it.

Add the suggestions to the list.

Ask the children to make a copy of the list to take home and to show and discuss with parents.

DISCUSSION:

Children and teachers discuss whether they think good manners should be taught in homes and schools.

CHARADES:

One child mime one of the good manners that have been discussed, for example, giving up a seat on a bus to an adult. The other children try to guess the action and the child who guesses correctly has the next turn.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

All together repeat the good manners from the list Ritchie's grandma made.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Make a chart of good manners to hang in the classroom.

EVALUATIONS: Notes for teachers:

The Oxford Dictionary describes manners as being 'a way of behaving towards others' 'kind' 'polite' social behaviour. It is interesting to note that a "Good Manners" chart was hanging in Australian classrooms for teachers to use to teach good manners to their pupils. They were discontinued in the nineteen sixties. The chart was first issued to Queensland schools in 1898 by the Department of Public Instruction as part of the systematic teaching of conduct and good manners. The chart was based on rules formulated by the Children's National Guild of Courtesy, which had been founded in UK elementary schools in 1898.

The chart (80 cm wide x 110 cm long) was placed in a prominent place in the classroom or would be unrolled and hung on a map-stand. As part of lessons on 'Conduct and Manners' the teacher would run through the chart, while the children repeated each rule several times. The students were required to put the instruction received into practice.

Reference: education.qld.gov.au/library/edhistory/topics/manners.html

Lesson 14 - Right conduct/Truth - Discrimination/Curiosity

LEVEL: Upper Primary

VALUE: Right conduct/Truth **RELATED VALUE:** Discrimination/Curiosity (Enquiry)

OBJECTIVE:

To inspire the students to think about the purpose of life and to be able to discriminate when searching for their own truth.

QUOTATION:

And you shall know the truth and the truth will set you free.

The Bible, John 8:32

DISCUSSION:

Ask the children to describe what they think the quotation means.

SILENT SITTING.

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably with your back straight.

Close your eyes and imagine a white light in front of you.

Bring the light into your head and then work down shining it through every part of your body.

Now the whole of your whole body is a shining light.

Keep the light there and then imagine it to shine on everyone else in the room.

Now you are resting in the light.....

As the light fades, slowly open your eyes and stretch.

STORY

A FRUITFUL SEARCH

As a teenager, I wasn't tempted to drink alcohol or take drugs like many of the friends I had made over the years. I had seen most of them make a mess of their lives and that made me think about the purpose of life. I wanted to know why I was here and where I had come from. I started looking for answers to my questions.

I bought a spiritual magazine and looked up some clairvoyants and people who claimed they had the answers to inner truths. I paid out quite a lot of money from my meagre earnings as an apprentice tradesman, but none of them gave me satisfactory answers to my questions.

Eventually, through learning meditation I was able to sit quietly and think about my questions. The answers would then be revealed to me in a variety of ways. Sometimes the answer would come through a book I just happened to be reading or the words that somebody said to me. It was just remarkable the way the answers I needed would somehow come to me and in so many different ways.

I now have the answers for which I had been searching. Now I am happy and confident in the truth as I know it to be. I am unable to tell you what my understanding of the truth is because everyone has to ask their own questions and find their own truth.

I do hope that you find your truth, and that it makes you feel happy.

QUESTIONS:

How did you feel when the boy in the story said he didn't want to drink alcohol or take drugs?

Why did the boy in the story decide he did not want to drink alcohol or take drugs?

What was the boy looking for instead?

Where did he find what he was looking for?

Would it be the same truth for everyone?

Was there anything in the story that you may have thought about in the past?

Have you ever wondered why you are here, or where you have come from?

Have you ever thought about the purpose of life?

ACTIVITIES:

Discuss in groups, what you think would make a happy lifestyle for you. It may be to be a sportsperson, or an actor. It could be anything that would encourage you to make your life purposeful and not to waste it. Include not making the mistake of thinking drugs or alcohol will make you happy.

Discuss what you think is the purpose of life.

Write an essay on a topic that has been discussed.

What I think I could aim for in my life that would make it a happy and useful one.

What I think the purpose of life is.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Sit quietly for a few minutes and think about something that you would like to happen in your future.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Collect newspaper articles on both the negative and positive stories about lives of young people.

EVALUATIONS:

Lesson 15 - Truth - Curiosity

LEVEL: Upper Primary

VALUE: Truth **RELATED VALUE:** Curiosity

OBJECTIVE:

To help children have an understanding about death and dying.

(Teachers, please discriminate as to whether this lesson is suitable for your students. It is most suitable when there has been an occasion that has motivated students to ask questions about this subject.)

QUOTATION:

Our dead are never dead to us until we have forgotten them.

George Eliot, Adam Bede

Discuss the meaning of the quotation.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Choose a pleasant piece of music, and slightly vary the volume.

Sit comfortably with your back straight.

Take a deep breath in, and now slowly let it out again.

Close your eyes and listen to the music.

Listen for when it plays a little louder.

Listen for when it plays a little quieter.

Feel quiet and peaceful while you are listening.....

When the music stops playing, open your eyes, and sit quietly.

STORY

THE SUNFLOWER STORY

The sunflower family loved the sun and were very happy living in the backyard where the sun shone most of the day.

One day their happiness slowly changed to sadness. The old sunflower was dying. Little sunflower was most upset to see the old sunflower looking so sick. "I wonder what is wrong with her," she thought. "It looks as if it is something very serious." She asked a sunflower that was older than she was what was wrong with the old sunflower.

"She is dying," replied the older sunflower. "Does that mean we will never see her again?" the little sunflower asked. She started to cry sunflower tears. "Don't be sad" the older sunflower said. "She has made lots of seeds and they will become new sunflowers. Sunflowers make people feel happy because they remind them of the sun."

Little sunflower would miss the old sunflower but she felt happier knowing that her seeds would grow into more sunflowers and that sunflowers made people feel happy.

QUESTIONS:

Why did the little sunflower feel sad?

Have you ever felt sad like the little sunflower?

Sunflower seeds are used to make cooking oil. They are also used to eat as a healthy snack. The leaves can be used as cattle food and in paper production. Do you know of any other useful purposes for the sunflower?

What made the little sunflower feel a little happier?

ACTIVITIES:

Remind children about the discussion you had about the quotation. In the discussion, suggest that the sunflower's seeds in the story could relate to people leaving behind their good deeds and memories.

If the situation is suitable, the children can make a "Memory Book". In the book, write the names of grandparents or someone they have known who has passed on. Next to the name, write the good things they can remember about them.

SINGING: IF YOU'RE HAPPY AND YOU KNOW IT.

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then you really ought to show it,

If you're happy and you know it, clap your hands.

Repeat the above and substitute 'stamp your feet' for 'clap your hands'

Repeat and substitute your own words for 'clap your hands'.

CLOSURE:

Sing a favourite song.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Draw or paint a sunflower and write underneath all the things that can be made from sunflowers seeds.

EVALUATIONS:

Lesson 16 - Non-Violence - Understanding

LEVEL: Upper Primary

VALUE: Non-Violence. **RELATED VALUE:** Understanding

OBJECTIVE:

To use this lesson as a tool which will help the children and teacher to talk about the subject of bullying and identify any problems that may be occurring presently.

QUOTATION:

Peace cannot be kept by force. It can only be achieved by understanding.

Albert Einstein

Nobody can hurt me without my permission. (More suitable for older children)

Mahatma Gandhi

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably with your back straight... Close your eyes.

You are very cold...You can feel it moving through every part of your body.

You wish for a room with a big fire, so that you could get warm.

Your wish comes true and you are sitting in a warm room by a fire.

You can feel the warmth move slowly through your body.

You are enjoying feeling warm and contented.....

Open your eyes and look towards your teacher.

Tosh Story

Tosh was in my class at primary school; her real name was Leticia (sounds Lateesha). I thought her name was beautiful and was sorry that the other kids called her Tosh. She was a very attractive girl and her real name suited her looks.

When I first knew her she was full of fun and popular with the other kids, and then she changed, she started keeping to herself. She also had a sad look on her face and was not being friendly like she was before. I know now, that she had been very hurt and her life had become very difficult. Her father had left her and her mother; he had just walked out of the house one day and didn't ever return.

Tosh's mother tried to dull her pain by drinking alcohol and was often out drinking, leaving Tosh at home. Tosh felt very alone and sometimes even frightened, especially at night time. Tosh's friends thought that she had become a snob and felt herself too good to be friends with them anymore. Unfortunately, no one tried to find out why Tosh had changed, and so no one was able to help her.

By the time we reached high school, Tosh became even more distant, the other kids had become afraid of her. She would look at them with her steely grey eyes that seemed to say, "If you know what's good for you, you will stay away from me".

Eventually, Tosh became friends with a gang of bullies. They had come from a different primary school. The bullies had similar backgrounds to her own and it made her feel secure to become a member of their gang. Perhaps, because they had all been hurt, they wanted to hurt others. They spoiled our time at high school because we were always afraid they would attack us.

I left school as early as I could and got a job serving in a clothes shop. I enjoyed serving people and helping them to find something that suited them and made them feel happy.

One day, a few years later, I was very surprised to see Tosh come into my shop. She was smartly dressed and looking happy like she was when I first knew her. She asked me if she could talk to me in my lunch break. I agreed and at lunch, she told me she wanted to say sorry for the hurt she had caused when we were at high school together. She also told me what had happened to her to make her become so mean. After hearing her story, I felt sorry that none of us had tried to find out what had caused her to change. Maybe we could have helped her.

Tosh went on to say that she had been very lucky in meeting a kind and thoughtful man who had understood her. They were now happily married. She told me that the bullies she had made friends with continued with their bully like behaviour, causing trouble in nightclubs, picking fights and seriously injuring people. These acts landed them in prison. Tosh said this could easily have happened to her, she was just lucky enough to meet the right person and now she wanted to ask forgiveness from the people she had hurt in the past.

I feel sure that everyone will forgive her; I know that I have.

QUESTIONS:

How did you feel while you were listening to the story?

Why did Tosh feel lonely and afraid?

What might have helped Tosh into not becoming a bully?

What was it that decided Tosh to join the gang of bullies?

Why was Tosh lucky?

What did Tosh hope for from the people she had hurt?

What happened to the other bullies?

ACTIVITIES:

WRITING:

For the teacher to copy the definition of bullying as written below on to a board and discuss with the children.

THE DEFINITION OF BULLYING

Bullying is if someone repeatedly and deliberately hurts or upsets someone else. This may involve verbal, physical, relational, and psychological forms of bullying. Cyber bullying is also a problem.

Write underneath the above whether any type of bullying has happened to you.

Explain why you think it happened to you.

If you have not had the experience of being bullied, write down anything about bullying you have seen happen to others or have seen on TV, or maybe just heard about.

Do you think that all students, teachers, parents and the school community have the right to feel safe at school?

Write down the things you think are the responsibilities of everyone with regard to bullying.

Start your list with -

Treat others with care and respect.

Respect and accept individual differences.

GAME:

“Who’s got the Pen?” (The game is also a language experience. The children have to say the words and not just point.)

(The purpose of the game is to have a light-hearted activity following a serious topic)

Choose one child (A) to go outside the room and another child to hold the pen behind his/her back.

All the children then hold their hands behind their backs pretending they have the pen.

When the children are ready, they ask, “Who’s got the pen”,

The child outside (A) then comes back in and points to the child who he/she thinks is the one holding the pen and says, “ (the child’s name) has got the pen”.

The child chosen says, “No, I have not got the pen” or “yes, I have got the pen”. If the answer is “no”, two more attempts are allowed and if still not guessed correctly, (A) has to change places with the child who is holding the pen. The game starts again.

If the answer is “yes” then (A) gets another turn, and the game proceeds the way in which it started.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Turn to the person next to you and each say in turn to each other, “I respect you”. DISCUSSION:

Discuss the meaning of the quotation.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Remind children of the rules and responsibilities with regard to bullying behaviour. For a group activity children could make a chart depicting these rules and responsibilities to hang in the classroom.

EVALUATIONS:

Lesson 17 - Non-Violence - Understanding

LEVEL: Upper Primary

VALUE: Non-Violence **RELATED VALUE:** Understanding

OBJECTIVE:

For children to understand about the differences between cultures and be kind and friendly towards children who have come from a country or culture that is different to their own.

QUOTATION:

It is well to give when asked, but it is better to give unasked, through understanding.

Khalil Gibran

Discuss the word 'give' in this quotation. For example, one can give a smile or a kind word.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably with your back straight.

With your eyes closed, imagine you are sitting in a garden by a pool.

You are enjoying watching the fountain in the middle of the pool.

It is very quiet and there isn't anyone else around.

Now you see the goldfish that are swimming around in the pool.

You are really enjoying these moments by the pool.....

Slowly open your eyes; stretch your arms up and then place them down by your side.

STORY

AN AFRICAN THEME DAY

Mrs. Wallace was a thoughtful teacher; she was always concerned when a child from another country came to enrol in her class. Their new country was strange to them and it was often difficult for them to settle in, especially if they also had to learn a new language.

Amy had just arrived from Africa; she was the latest new girl to enrol in Mrs. Wallace's class. Luckily, Amy did speak English but she was still not able to settle in. Mrs. Wallace was concerned for her, because the other children were ignoring her and not being at all friendly. At recess and lunch times, Amy sat alone.

Mrs. Wallace, being the kind teacher that she was, thought of a plan that she hoped would help the situation. She told Amy's mother about the plan and asked her if she would like to help. Amy's mother knew that Amy was unhappy at school and was very grateful to be given the opportunity to help with a possible solution to the problem.

The plan was to have an African theme day. She suggested to Amy's mother that maybe she could dress up in her African dress, bring in some photos of African animals, and maybe even make an African cake to bring and share. Amy's mother thought these were excellent ideas. She knew that if the other children knew a little bit about Africa, it would become more familiar to them and they would feel friendlier towards Amy.

Before the day of the theme, Mrs. Wallace found and copied some maps from the internet and showed the children the place where Amy used to live in Africa.

Amy was thrilled that Mrs. Wallace was telling the children about Africa, the country where she was born. She even began to feel a little bit important, especially when Mrs. Wallace showed a picture of Victoria Falls because this was very close to the place where she had lived and she was able to answer all the questions that Mrs. Wallace and the other children asked her.

The day of the theme arrived, and Amy's mother came in her African dress and brought with her an African cake she had made to show and share. She also brought photos of African animals and photos showing what their life had been like in Africa.

Everyone enjoyed the African theme day and from then on all the children felt more comfortable about being friendly towards Amy. The children hadn't meant to be unkind, it was just that Amy was different and strange to them; they hadn't known how to behave towards her so they had just ignored her and the whole situation.

Thanks to Mrs. Wallace and her plan, together with the co-operation and help from Amy's mother, Amy was now feeling happier in her new country and less sad about leaving her old country that she loved.

QUESTIONS:

How do you think Amy felt when the other children weren't being friendly towards her?

How did Amy feel when Mrs. Wallace showed the maps and gave information about where Amy had lived before coming to Australia?

How did the children feel after they knew more about Africa?

What did Mrs. Wallace do to help the children to be kind to Amy?

What did Amy's mother do to help with the African theme day?

Why did the African theme day help the children to be kind to Amy?

What was the name of the waterfall that was near to where Amy used to live?

Name some the animals that live in Africa. (Zebra, Lion, Elephant, Leopard are the names of a few. Many more can be found on the internet or in books from the library.)

ACTIVITIES: GAME:

One child is chosen to make a sound like an animal.

The rest of the children try to guess the animal.

The child who guesses correctly has the next turn.

WRITING:

Make a list of the things you would do to make a new child from another country feel welcome. (This could include children from another school or part of the country.)

MUSIC AND MOVEMENT:

Ask each child to think of an animal. (A list of African animals could be displayed for the children to choose from.)

Children move like the animal they have thought of in time to the music.

As the music plays faster, they run like their animal.

As the music plays more slowly, the children walk like their animal

When the music stops, the children stand and make sounds like their animal.

SINGING:

THE BEAR WENT OVER THE MOUNTAIN

(To the tune of 'For he's a Jolly Good Fellow') Copyright Unknown

The bear went over the mountain

The bear went over the mountain

The bear went over the mountain

To see what he could see.

And all that he could see,

And all that he could see,

Was the other side of the mountain

The other side of the mountain

The other side of the mountain

Was all that he could see.

Was all that he could see

Was all that he could see,

The other side of the mountain

Was all that he could see.

(Suitable for singing in rounds)

African songs and rhymes can be found on the internet by typing the words into a search engine.

(Teachers may choose another country or culture according to their situation.)

LANGUAGE:

POETRY;

AT THE ZOO

By A. A. Milne

There are lions and roaring tigers,
and enormous camels and things,
There are biffalo-buffalo-bisons,
and a great big bear with wings.

There's a sort of a tiny potamus,
and a tiny nosserus too -

But I gave buns to the elephant
when I went down to the Zoo!

There are badgers and bidgers and bodgers,
and a Super-in-tendent's House,

There are masses of goats, and a Polar,
and different kinds of mouse,

And I think there's a sort of a something
which is called a wallaboo -

But I gave buns to the elephant
when I went down to the Zoo!

If you try to talk to the bison,
he never quite understands;

You can't shake hands with a mingo –
he doesn't like shaking hands.

And lions and roaring tigers
hate saying, "How do you do?" –
But I give buns to the elephant
when I go down to the Zoo!

DRAWING:

Draw an elephant or a lion.

Colour in photocopied sheets of animals. Cut them out and make a frieze for the wall.

CLOSURE:

Ask the children to roar like a lion, then to make a trumpeting noise like an elephant. After everyone has made enough noise ask them to be quiet and settle down.

MATERIALS:

List here the materials you will need for the activities you have selected for this session.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Make a copy of the poem for each child so they can all read it together. (It should be fun)

EVALUATIONS:

Lesson 18 - Peace - Contentment

LEVEL: Middle Primary/ Upper Primary

VALUE: Peace **RELATED VALUE:** Contentment.

OBJECTIVE:

For children to learn that loving relationships are more important than material possessions.

QUOTATION:

Of the blessings set before you, make your choice, and be content.

Samuel Johnson

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably. Make sure your back is straight.

Take a deep breath in... Slowly let it out again... Close your eyes.

Imagine a special place.

It could be a cubby house, or a place in nature or in a garden where you have made a special place with branches.

Think about this special place.

You like to come to this place sometimes to be alone and feel quiet and away from everything.

Now you are in this special place and enjoy staying there for a while.....

Open your eyes and look around you. Rest your hands on your knees.

STORY

DAVID LEARNS TO BE CONTENT

David and Darryl were best friends. They often did their homework together, and played together when visiting each other's houses. David loved going to Darryl's house because he had so many interesting things they could play with. Best of all David loved Darryl's bike, David wished that he had one, and then they could ride together instead of having to take turns. Darryl also had a mobile phone, an iPod, lots of computer games, and many other interesting things. David wished he could have all these things the same as Darryl.

Darryl's father worked long hours and earned a lot of money at his job; this meant that he could afford to buy expensive things for Darryl. However, it also meant that he didn't have any spare time that he could spend with his son.

David kept asking for the things he wished he could have so that he could have the same as Darryl. He was often miserable because he thought he was being treated unfairly. The truth was that his parents were unable to buy expensive things for him because they just did not have the spare money.

David's father felt sorry that he could not buy the things that David wanted, but his job did not pay big money like Darryl's father. He liked his job and it allowed him to have plenty of time at home to be with his son. He was able to play sport with him and take him swimming and many other things they liked doing together. However, he wanted to be able to give David the things that he wanted and to make him happy, so he decided that he would get a second job at weekends, and then he would be earning enough money to buy the expensive things that would make David happy.

At first, David was looking forward to his father earning the extra money, because that meant he would be able to have all the things that he wanted, but after a few weeks, he began to miss the things that they had done together. In fact, he missed it so much that he decided he would rather have that time back with his father and go without the things he had so badly wanted.

David told his father how he had now changed his mind and asked him to give up his extra job and promised not to ask for expensive toys again. His father was pleased that David had learned to be content with what he had and gave up his extra job.

David realised how lucky he was when Darryl confided to him that he was envious of him having a father who had the time to spend with him. "I would rather have my dad at home than all the expensive things that he buys for me" he said.

David's father had earned a little extra money in his few weeks of working weekends and was able to surprise him by buying him a bike like Darryl's.

This was an extra bonus for David who now thought he was the luckiest boy in the world with the best father anyone could have.

QUESTIONS:

How did David feel when he went to Darryl's house?

How did you feel when you listened to the story?

What was it that made David want expensive things?

Why did David's dad get a second job?

How did David's dad feel when he wasn't able to buy the things that David wanted?

What did Darryl say when he went to David's house?

Was Darryl content with all his expensive toys?

ACTIVITIES:

MATHS:

Make a simple graph and record on a board or paper. Children copy.

Ask how many children have an iPod, mobile phone, or play computer games, or other items, and list as headings.

As above, ask how many girls.

As above, ask how many boys.

How many children watch TV?

Write the results and discuss with the class.

GAME:

Play appropriate music.

The children dance or skip to the music.

When the music stops, the teacher calls out an appropriate number.

The children have to make themselves into groups of that number.

If any children are left out of the group of that number, they are out of the game.

The game continues with a different number called each time until there are only one or two children left and they are the winners.

(If there are not enough children to form groups, musical statues can be played instead.)

MUSICAL STATUES:

Play some music or use a whistle as a signal.

When the music stops, or the whistle blows, the children have to freeze immediately.

If anyone moves before the music starts again, then they are out of the game DISCUSSION:

Discuss the quotation.

Ask the children what they think is meant by a blessing.

Ask the children to think about what their blessings might be.

Ask what length of time the children spend on the above.

Ask the children if they think it is good for them to spend a long time watching TV or playing computer games and if not why.

(Not meant to be judgemental, just allow the children to be aware of how they spend their time).

CLOSURE:

Tell the person next to you about your favourite game.

MATERIALS NEEDED:

List here the materials you will need for the activities you have selected for this session.

SUGGESTIONS FOR ONGOING ACTIVITIES:

For the children to discuss or write about the time they spend on outdoor activities, i.e. Sports, skateboarding, cycling etc.

EVALUATIONS:

Teachers please note: - The sections below appear after the 'INTEGRATED SESSIONS' –

Special Sample Lesson - Truth - Curiosity

LEVEL: Upper Primary

VALUE: Truth **RELATED VALUE:** Curiosity

OBJECTIVE:

To give children the opportunity to think and talk about their fears or ideas of what they think may happen to a person when they die.

IMPORTANT

TEACHERS PLEASE NOTE:

The purpose of this session is to give the opportunity for teachers to help children who may ask questions when a death has occurred in the family or to someone known to them.

The story will give children the opportunity to think and talk about their fears or ideas of what they think may happen to a person when they die.

The teacher will be able to judge the children's reaction after the story has been told, giving them an indication of whether they would need to continue with this topic and if so, what they would need in the way of information.

Make sure children are aware that what happened to Chloe when she died is a story only; they need to be encouraged to do their own thinking and investigating and find answers that they feel comfortable with.

QUOTATION:

Millions saw the apple fall, but Newton asked why.

Bernard Baruch

DISCUSS:

The meaning of the quotation.

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Select and play music that will be suitable for helping the children to visualise the directions.

Sit comfortably, with backs straight.

Take a deep breath in... Let it out again.

Close your eyes and imagine you are sitting on a cloud.

The cloud feels soft and you can hear music playing.

You are relaxing on your cloud, enjoying listening to this beautiful music.....

The music gradually fades, as you float on your cloud.

The cloud has now brought you back to your seat.

Open your eyes and rest your hands on your knees.

STORY

CHLOE AND THE PERFECT WORLD

Chloe looked at the raindrops appearing on the window and gently slithering down the glass. Chloe knew that soon her guide would appear and she would find herself in another world. Her guide had explained to her, that the other world was similar to the one she was in now, but it was more beautiful and very peaceful. It was a perfect world.

Chloe's grandma had died a few years before, and her granddad had come to live with them. He helped take care of Chloe while her mum and dad were at work. They had a very special love and understanding of each other, sometimes he and Chloe would watch television together. Granddad usually sat in the big armchair while Chloe would look out of the window for long periods. Granddad had a sort of knowing what was happening to her, but her parents thought she was just daydreaming.

One time when her guide came, he took her to where there was the most magnificent looking building with a brilliant light shining out from its windows. Chloe could hear the most beautiful singing she had ever heard. "It must be the voices of angels singing," she had thought. She could also feel the power of love that seemed to be drawing her closer. She felt as though she was going to be drawn through the window and into the building. However, a hand had appeared before her and prevented her from moving any further. A voice said, "She's not ready yet" and Chloe felt herself go back into her chair by the window.

The next time that Chloe's guide came, she found herself in a beautiful garden. Chloe felt so happy and peaceful as she sat in her wheelchair admiring the pretty flowers and their delightful scents. She felt as though everything was perfect.

A girl about the same age as Chloe suddenly appeared. The girl asked her why she was sitting in a wheelchair. Chloe explained that she was unable to walk because her legs were paralyzed. "Nonsense" said the girl. "This place is perfect, no one is ever sick here and if you get out of that chair, you will find your legs are normal and you will be able to walk." Chloe did as her new friend suggested, and found that she was able to walk. "How wonderful, I can really walk, this truly is a perfectly wonderful place," she thought.

Chloe's new friend said she had something to show her. Chloe was happy to go with the girl and see what it was. They walked for a little way and turned a corner and there it was, a beach with beautiful white glistening sand and waves from the sea gently lapping on to their feet. The friend beckoned her to come into the sea with her. This was something Chloe had especially wanted to do all her life. She followed her friend into the water and for the first time felt the joy of the movement of the water around her body. "This must be heaven, I wish that I could stay here" thought Chloe. Then she heard her mother's voice calling her for dinner. The voice sounded as if it was a long way in the distance, it seemed to get further and further away until Chloe could no longer hear it.

Chloe's mother and grandpa thought that Chloe was sleeping and tried to wake her, but there was no response. "I think she has left us, she will not wake up again in this world" said grandpa. The doctors had told them that Chloe would not live long enough to become an adult, but it was still a shock when it happened.

Chloe continued to play with her new friend until she received another pleasant surprise; it was her grandmother walking towards her with open arms. Chloe could hardly believe what she was seeing. She had always loved her grandma and was overjoyed to see her again. Grandma had come to meet Chloe and tell her that she would not be returning to her old world. Chloe felt a little sad about not seeing her parents or her granddad again. However, she was so happy to feel well and not have to be in a wheelchair, and she remembered that she had wished to stay.

Granddad knew that he would be seeing Chloe and his wife again very soon and feeling very content, he closed his eyes.

QUESTIONS:

How did you feel after hearing this story?

Did you feel sad? If so, why did you feel sad?

What made Chloe feel a little sad?

What was it that made Chloe feel happy?

What do you think happened to Chloe's granddad when he closed his eyes?

Did you like the story?

ACTIVITIES:

Discussion:

Organise the children into small groups and give them the opportunity to discuss their feelings about the topic of the story.

Art:

Guide the children through the following visualization ready for when they begin the artwork.

Imagine yourself on a magic island. It is your own island to make, as you would wish.

What would you like your island to be like?

What would you like to have on your island?

What sort of home would you have?

Would you have any of the following? Flowers, birds, trees, swings, fairies etc. (Teacher, get the children's own creative ideas flowing.)

Draw your island. Give it a name and write it on top of your drawing.

Write underneath the name of the things that you have drawn on your island. MATERIALS:

List here the materials you will need for the activities you have selected for this session.

CLOSURE:

Close your eyes and think about the island that you have created.

SUGGESTIONS FOR ONGOING ACTIVITIES:

Make up a simple poem about your island. Maybe two or four lines.

Give the children ideas to help them start. - e.g.

'My island has a house. It doesn't have a mouse.' 'My island has a tree; it makes it shady for me'.

EVALUATION:

Index for sample Lessons - Integrated Method

(showing age group, value and sub value, story title, and theme)

Please note:

The author considered that one session for each of the three age groups would be sufficient to enable teachers to understand this method of integrating values into subjects.

The reason for the sample sessions below is to explain how a value can be integrated into most subjects. When possible, keep the same value through each subject being taught throughout the day, as this will provide an opportunity for the value to be internalised.

Lesson 1. Early Childhood. CASEY THE DISCONTENTED CATERPILLAR.

The value is Peace. The sub value is Contentment. The theme is Change.

Lesson 2. Middle Primary. A SURPRISE PARTY FOR KADEN THE KANGAROO. The value is Love. The sub value is Thoughtfulness. The theme is Co-operation. **Lesson 3.** Upper Primary. PLEASE AND THANK-YOU.

The value is Non-Violence. The sub value is Understanding. The theme is the understanding of Aboriginal culture.

(Learning about other cultures can help avoid conflicting situations that sometimes arise because of a lack of understanding about the differences that can occur between conflicting cultures.)

Please see: Chapters on 'EXTENDING FROM HOME AND SCHOOL INTO THE COMMUNITY' and 'THE STAFFROOM AND SCHOOL BUILDING' following the integrated sessions.

The integrated Method

Lesson 1 - Non-Violence - Optimism

LEVEL: Early Childhood

VALUE: Non-Violence RELATED VALUE: Optimism

THEME: Metamorphosis (or change)

OBJECTIVE: To inspire students to be content with who they are and what they have.

QUOTATION:

Laugh and the world laughs with you. Cry and you cry alone.

Proverb

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Play pleasant music and vary the volume slightly.

Sit comfortably with your back straight.

Take a deep breath in, and now slowly let it out again.

Close your eyes and listen to the music.

Listen for when it plays a little louder.

Listen for when it plays a little quieter.

Feel quiet and peaceful while you are listening.....

When the music stops playing, open your eyes and sit quietly.

STORY

CASEY THE DISCONTENTED CATERPILLAR

Casey had just emerged from his egg. “What am I?” “Who am I?” he thought. Another caterpillar called Katey just happened to be creeping by and heard Casey’s thoughts. “You are a caterpillar just like me,” Katey told him. Casey replied, telling her he didn’t want to be a caterpillar, that he would rather be one of those creatures that could fly and have lots of colours; that would be much better than having to creep and have a horrible furry skin. Katey told him that he could be worse off and that he should be thankful for the life he had. She explained to him that sometimes things change, and something could happen to him in the future that would change his life.

Just then Cocky Cockroach came scuttling by. “Be glad you are not like me, everyone hates me. I am so ugly, coloured brown and have to live in the dirt. I would much rather be a furry caterpillar.”

Casey was still unhappy. He moaned and complained about his colour and that he wasn’t able to fly. All the other creatures became sick and tired of his complaining, and kept away from him. Not having any friends made him complain all the more. He just ate and ate and moaned and groaned as he watched with envy the creatures that were beautifully coloured and could even fly.

He never thought about anyone other than himself. He didn’t even think about the cockroaches, who were worse off than he was. Casey grew bigger and fatter until he nearly fell off the leaf.

One day he started to think about his unhappy life and wondered whether he could change. “I am a misery to everyone; maybe I should start trying to be happier with myself and try to be friendly.” As he thought this, he felt something rather unusual going on. “Ooh, I am changing shape,” he thought.

Casey was no longer a caterpillar, he had become a cocoon, dangling from the very branch he had been resting on. It was so comfortable that he fell asleep.

After some time he awoke and broke out of his cocoon and to his great and happy surprise he wasn't a furry caterpillar, he had become, guess what? Yes, a beautiful butterfly. His wish had come true, he had nice colours now and he could fly and that made him feel very happy and contented. However, there was one thing that made him feel a little sad and that was the memory of the miserable furry caterpillar he had been previously. He realised now, why no one had liked him.

Casey enjoyed being able to fly, he flew amongst the trees and flowers and enjoyed the warm sunshine. He often flew nearby to where Cocky Cockroach was creeping amongst the dirt and had a friendly chat with him. Casey had changed. Not

only had his body changed, but he had changed his character. He now liked to offer words of encouragement to others not as fortunate as himself. He found that this made him feel even happier, and the happier he became the more friends he made.

QUESTIONS:

How do you think the other creatures felt when Casey kept moaning and complaining?

Which part of the story did you like best? Why?

How did you feel towards Casey before he changed?

Have you ever felt like Casey when he was discontent?

How did you feel when Casey changed into a butterfly?

Do you feel sorry for cockroaches? Why was Casey discontent?

What was it that Casey was unable to change?

Why did Casey have a lot of friends at the end of the story?

Do you think it is possible for people to change their character?

Have you seen change in your life?

Is there anything about your own character that you would like to change?

PUBLISHED STORIES WITH A SIMILAR THEME AND VALUES:

'The Very Hungry Caterpillar by Eric Carle.'

‘The Best Nest: by P.D. Eastman.’

WRITING:

Make a diagram of the life cycle of a butterfly with the appropriate wording underneath for the children to copy. Alternatively, the teacher can scribe and the children write over the top.

LANGUAGE Rhyme:

CREEPY CRAWLY CATERPILLAR

Creepy, crawly caterpillar,
Climbing up a stalk,
Creepy, crawly caterpillar,
Going for a walk.
Creepy, crawly caterpillar,
Gave a little sigh,
Creepy, crawly caterpillar,
Wished that he could fly,
Creepy, crawly caterpillar,
Curled into a ball,
Creepy, crawly caterpillar,
No longer crept at all,
For creepy crawly caterpillar
Its wish was coming true,
No longer creepy caterpillar,

Around the flowers he flew.

(Children can do hand or body actions to the rhyme)

ART AND CRAFT: BUTTERFLY PAINTING.

Groups or individuals make 'The life cycle of the caterpillar' for display.

Children paint different colours on to art paper which has been folded in half (preferably on an easel).

The blank half is folded over onto the painted half .

When opened, the children or the teacher draw the outline shape of a butterfly around the coloured part, adding the body shape in the middle and the antennas to the head.

It can then be cut out around the outline and string added so that the children can run around and fly their butterfly like a kite.

Alternatively, they can be hung up to decorate the classroom.

MUSIC AND MOVEMENT:

Play music for the children to do the following movements. Children act the movements of each of the parts of the life cycle.

Make yourself small like an egg

Stretch out and creep like a caterpillar.

Curl up like the chrysalis.

Now, stretch and fly like a butterfly. (With the option of flying their artwork butterfly behind them.)

SCIENCE:

If possible have a tank with tadpoles or silkworms so that children can observe the growth and record the time it takes for the growth of each developmental stage and observe the metamorphosis. The value of learning responsibility (Right conduct) can be added for taking care of the tank, etc. or the videos and books. A diary could be kept and each date of change recorded.

Provide books and/ or a video on the subject of the life cycle of butterflies.

Discussion:

What other species have a life cycle that changes like that of the butterfly?

Which species grow larger but do not change shape?

What changes can we make in our lives?

Are there some things that we cannot change?

What are those things?

Write in a diary which habits or behaviour you would like to change about yourself.

HEALTH AND PHYSICAL EDUCATION:

If students lose in a game or in sport, they have the opportunity to learn acceptance and 'good sportsmanship'. Continued awareness of change, contentment (acceptance) could be running through all the subjects for a specified time.

MATHEMATICS: 'The very Hungry Caterpillar' by Eric Carle contains Counting skills and days of the week.

Measure the length of a caterpillar or a photo of one.

Compare size and shape with silkworms or other species.

SOCIETY AND THE ENVIRONMENT:

Discussion:

Ask if any of the students have had a change of house or country.

If so, ask these students if they are happy with the change and if not, why?

Supply books or videos about different cultures.

Invite parents of migrant children to come in and show photos or talk about the country they have come from and why they left.

TECHNOLOGY AND ENTERPRISE:

Inform children through books or video about the change in technology from sending a written letter through the post office to sending a letter by electronic mail.

If possible, give the students the experience of writing a letter or card wishing something nice for a friend or relative, and send it through the mail.

LANGUAGES OTHER THAN ENGLISH:

(Children from other cultures may have to change their language at times i.e. from speaking in their mother tongue in the home, to speaking the language of their adopted country at school).

At an early age, the children may begin by learning a song or rhyme in another language. Parents or children with a second language could help with teaching simple words or songs from their language to the other children in the class, or they could translate a song from English to their language, like one of those below:

MAKING VALUES COME ALIVE.

(To the tune of one two, three four five, catching fishes all alive)

One two, three four five, making values come alive,

Six seven eight nine ten, then we do it all again.

Why do we have to strive, to make the values come alive?

When you do, you will see just how happy you can be.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then you really ought to show it,

If you're happy and you know it, clap your hands.

Repeat the above and substitute "stamp your feet" for "clap your hands"

Repeat and substitute your own words for "clap your hands"

Lesson 2 - Love -Thoughtfulness

LEVEL: Middle Primary

VALUE: Love RELATED VALUE: Thoughtfulness

THEME: Co-operation

OBJECTIVE: To help the understanding of 'co-operation' as being a necessary requirement for maintaining a peaceful and harmonious society.

QUOTATION:

Co-operation is extraordinarily widespread throughout all of nature.

Unknown

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably with your back straight.

Close your eyes and imagine a white light in front of you.

Bring the light into your head and then move it down shining it through every part of your body.

Now the whole of your whole body is a shining light.

Keep the light there and then imagine it to shine on everyone else in the room.

Now you are resting in the light.....

Open your eyes and sit quietly.

STORY

A SURPRISE BIRTHDAY FOR KADEN THE KANGAROO

Kaden was a very friendly kangaroo, he was able to make friends with everyone; this included all the animals in the wildlife park where they lived and the visitors that came to observe them. Even the name Kaden was right for him because in Arabic it meant 'friend'.

It was nearly time for Kaden's birthday and his friends wanted to do something special for him, so they thought that giving him a surprise birthday party would be a way in which they could show him how much they loved and appreciated him.

Kaleb, who was Kaden's best friend, offered to do any of the organising that would need to be done to make the surprise party a success.

Firstly, he had to organise something that would take Kaden away from his home so that the others could arrange the decorations, the food, and everything else that needed to be done while he was out of the way.

Kaleb asked Kester, another of Kaden's friends, to take Kaden to visit the dingoes at the time they would be preparing the party. The dingoes had agreed to be a part of the plan which was to wish Kaden a happy birthday when he was brought to them.

One of the other friends organized the food together with other friends who had offered to help. Another friend arranged a team to do the decorations. Everyone was co-operative. There was an exception however, the dingoes started to think that it was unfair for them to help Kaden have a happy birthday party when they would not be able to attend. They lived in a fenced area of the park and did not have the freedom of the kangaroos and some of the other animals. For this reason they decided that they would not co-operate after all, but would just start howling when Kaden was being brought to visit them, and hope that would spoil things for them.

The birthday day came and while everyone was preparing for the party, Kester took Kaden to visit the dingoes. As they walked towards the dingoes, the dingoes began to howl as they had previously planned. This was strange because Kester had told Kaden that the dingoes wanted him to come to them so they could wish him a happy birthday.

"Oh dear," said Kester, "they must be upset about something. You stay here and I will go and ask them what they are upset about." A dingo came to the fence to greet Kester and told him why they had decided not to co-operate. Kester listened in sympathy and thought of a plan. As the dingoes were unable to come to the party, they could take the party to them. They could take some of the party food, and music, and they could all eat and dance happily. The dingoes were very happy with the idea, and they called Kaden over so they could wish him a Happy Birthday.

The visit to the dingoes made Kaden very happy; he was having a great birthday. Kester took Kaden back to his home and as Kaden opened his door, and looked around at the beautiful way his home had been decorated and his table that was filled with delicious food. As he was looking, his friends jumped up from their hiding places and shouted “SURPRISE, SURPRISE”. Kaden was very surprised indeed. Afterwards they had some time together to celebrate and give Kaden his birthday presents.

Now it was time to keep the promise that had been made to the dingoes. They co-operated once more, and packed up the decorations and the food and carried it all to the dingo fence.

When the dingoes saw the effort the kangaroos had made to bring the party to them, they felt ashamed of their previous behaviour. They thought about how kind the kangaroos had been in forgiving them. It had inspired them to think about improving their behaviour and being more helpful and co-operative in the future. It was the first time the dingoes had been to a party and they all had a wonderful time.

QUESTIONS:

How do you think the dingoes felt when the kangaroos brought their party to them?

What did the kangaroos have to do to make the party a success?

Why is co-operation needed to make a group effort successful?

Why was Kaden popular?

What did the dingoes think about the nature of the kangaroos?

Why did the dingoes decide not to co-operate?

What was it that made the dingoes want to change their behaviour?

DISCUSSION:

Discuss the quotation. (Think of some ways in which we can see co-operation existing in nature).

SCIENCE:

For students to observe the ways in which wolves need to act co-operatively and compare ways in which humans act in a cooperative manner, e.g. living in family groups, sporting teams, etc.

TECHNOLOGY AND ENTERPRISE:

Research on the internet for the lifestyle and behavioural traits of wolves. Write down the answers to the following questions:

What is the name given to a group of wolves?

What is the name given to their homes?

About how many wolves live in one pack?

In what way do they co-operate and work as a team?

ANSWERS.

Pack.

Den.

It varies from as little as three or four to as large as thirty.

The wolves live in family groups called packs. The pack work as a team and share in hunting for food and in looking after the pups.

See what else you can find out on the internet or from books.

SOCIETY AND THE ENVIRONMENT:

Research your answers to the following questions.

What is the connection between the wolf and the Australian dingo?

Where did the domestic dog come from?

Have the dingoes made an impact on the environment?

In which part of the country are dingoes mainly to be found?

ENGLISH:

Write an assignment on the co-operation of wolves.

HEALTH:

Discuss:

1. What would you need to feel safe in dingo or wolf territory?
2. Do you think you would feel safer if you travelled in groups?

PHYSICAL EDUCATION:

Encourage the students to be aware of the co-operation needed for teamwork in some sports.

MATHEMATICS:

Make a maths project that requires co-operation; for example, make a graph of the most popular breed of pet dogs owned by the students in the class or school.

MUSIC:

Play the music “Peter and the Wolf” by Prokofiev for the students to listen to.

Introduce students to the instruments being played and the co-operation needed by each player in the orchestra.

ART:

Reinforce the concept of co-operation by asking students to complete the following art project.

Materials needed: A sheet of large paper and a pen and coloured pencils for each group.

In groups of four make a combined project on a chosen aspect of the co-operation displayed in family or animal groups.

The group will need to discuss the information they would like to depict in their drawing and how they will arrange it.

Decide who will be the one to do each part of the project i.e.: Who will do the writing, the colouring, the drawing, etc.

When finished the projects can be mounted on the wall.

Lesson 3 - Love - Thoughtfulness

(Note to teachers: Please use a different culture if it is more relevant to your situation.)

LEVEL: Upper Primary

VALUE: Love RELATED VALUE: Thoughtfulness

OBJECTIVE: For students to be aware that students coming from another culture may have differences in their practice of acceptable social behaviour.

QUOTATION:

Thoughtfulness paves the way for the comfort of others.

Wes Fessler

SILENT SITTING:

Teacher: -

Allow the appropriate length of time after each direction for children to continue with the visualisation. (The dots represent when the children may take a little longer pause.)

Sit comfortably... Take a deep breath in... Slowly let it out again.

Close your eyes and imagine you are flying in an aeroplane.

Look through the window at the earth below you.

Everything looks very small.

Now you are flying over the sea, and the boats look like tiny dots.

You are feeling very peaceful.....

The aeroplane is now gradually descending ready to land.

Everything on the ground begins to look larger.....

The plane has now landed, sit quietly until it is time for you get off.....

Open your eyes.Rest your hands on your knees.

STORY

PLEASE AND THANK-YOU

James had moved from his aboriginal community in the isolated bush land to a house in the suburbs of a city. His family moved to the city so that James and the other children could get a good education. They had a nice rented house and the children were excited about going to their new school.

James's teacher was very kind to him. She asked the class for someone to offer to be James's buddy (someone to take care of him). Lenny was the first to put his hand up. "O.K. Lenny, you can be the one to look after James. You can show him where things are around the school and help him at recess and lunch times," said the teacher.

At recess and lunchtime, the teacher gave out some sports equipment for the children to play with. After the boys had eaten their food, they liked to kick the football around on the oval.

James was settling in nicely in his new life. One day the teacher was giving out the sports equipment for recess. "Who would like the foot ball?" she asked. Reminding them that whoever took the ball would be responsible for looking after it and bringing it back after recess. James and Lenny put their hands up as usual. This time the teacher chose James to come up and take the ball from her. James stretched out his arms and put his hands on the ball ready to take it from the teacher, but she didn't let it go, instead, she took it away and gave it to another boy. James didn't understand. He asked Lenny, but Lenny didn't know either. It remained a mystery until later on when Lenny had an idea. "Did you say the magic word when the teacher was handing the ball over to you"?

"What magic word?" James asked. Lenny explained to him that their teacher was very strict about children having good manners and if a child didn't say "thank-you" when she gave him something, she would take it back.

James didn't understand why anyone would need to say thank-you; in his culture it was different, people didn't need to say 'please' and 'thank-you'. He decided he would have to learn new ways. Luckily, he had Lenny who was not only his buddy but also a very caring friend. It didn't take long for James to learn from Lenny all he needed to know about when to say 'please' and 'thank-you'.

James told his parents about what had happened to him at school. They explained to him that giving was accepted as being natural in their culture; there was never a need for words.

James's mother went to the school to explain to the teacher why James had not said 'thank-you' when she gave him the ball. The teacher was sorry that she hadn't been aware of this information and made sure that James got another chance of being given the ball at recess time. Of course, this time James knew to say 'thank-you'.

James often visited his friends and relatives at the community where he was born. He told them stories about his new life at school and in the city. They all laughed when he told them the 'Please and Thank-You' story.

QUESTIONS:

How do you think James felt when the teacher took the ball back from him?

Why did the teacher take the ball back from James?

Why didn't James say thank-you when the teacher gave him the ball?

What did the teacher think when James didn't say thank-you?

Why didn't the Aboriginal people need the words 'please and thank-you'?

ACTIVITIES:

A WRITTEN ASSIGNMENT

Find some differences in the expectations of social behaviour between your own and at least one other culture.

You may find your information from the internet or from another student, relative, or friend who has a different cultural background.

Write your information and illustrate with photos or drawings.

Have your work marked by the teacher and take home to share with your family and friends.

ART: Part 1

Look at a piece of Aboriginal Art.

The painting tells a story.

Find out the meaning of some of the symbols used in the painting.

Find out:

How the Aborigines make their paint. (In the past)

Name at least three artefacts that were originally made to serve a practical purpose.

Part 2

Ask children to try painting an Aboriginal picture.

Ask them what colours they would choose.

Ask them what they would use to make the dots.

Try more than one person working on the same painting.

If you know an Aboriginal Elder, ask him or her to come to the school and talk to you about the symbols they used in their paintings or how they made their paint in the olden days, and what they used to make the dots. Have some questions ready for the elder to answer.

THEME DAY

If possible, have a parent from another culture to help with a theme day for introducing interesting aspects from his or her culture to the students.

VIDEO

Watch a video about the aboriginal or other cultures.

Discuss the positive aspects of the culture you have just seen on the video.

Learn how to say greetings in other languages.

Learn and sing a song from a different language.

SOCIETY AND THE ENVIRONMENT:

Further study of the Aboriginal culture focussing on the positive aspects of the culture and naming them, for example-

Their culture did not harm the environment.

In order to survive the harsh environment they needed to live in groups and co-operate with each other.

In the Aboriginal culture, giving and sharing was a natural way for people to behave.

LANGUAGE:

Try saying some Aboriginal words that contain sounds that are different to the ones used in the English language.

For example, the sound of 'ng' at the beginning of a word. Try saying 'nginangati', which is an aboriginal word meaning 'sitting'.

'Gnurra' is an Aboriginal language name for 'home', you will need to sound 'ng' for the initial sound and roll your 'r's' for the middle sound.

MATHEMATICS:

Aborigine's have a complex maths system within their law that prevents them from intermarrying. Find out the system and make a project.

SCIENCE:

Try classifying a group of objects or pictures in a different classification system from the one that you know. For example, Aborigines would class all types of fish, birds, and nuts under the heading of 'food'.

HEALTH AND SPORT:

DISCUSS:

In the past people from the Aboriginal culture ate food from the land compare with food bought at the supermarkets.

In what ways did the Aborigines look after the environment?

WRITE AN ASSIGNMENT:

What is your attitude towards the Aboriginal culture? What do you think the reasons are that made you form this attitude? For example, did the attitude of other people or the media help form the attitude you have now? Towards the end of the theme, students could discuss and write about whether their attitudes have changed since they have studied the Aboriginal culture, if so, write what made their attitude change. Ask students to discuss or write about their attitude now that they have learned more about the Aboriginal culture. For example, do they have a better understanding? If there is a change of attitude, then explain how and why it changed.

Please note below – The chapters 'The Whole School Approach' and 'Extending from Home and School into the Community'.

The Whole School Approach

Suggestions for incorporating values throughout the school complex.

THE STAFFROOM AND SCHOOL BUILDING:

Teachers and school staff need to work together as a group and make sure the staffroom and school building is a pleasant place for themselves as well as for visitors. When staff in the school are pleasant and helpful to each other, they will be setting a good example to the students.

Appoint a member of staff to be the coordinator for social events like an end of term lunch, or the occasional special morning tea at recess time.

Choose and display a quotation for the week. Older students could make value posters in art classes and place them around the walls of the staffroom and school building. The quotation will then be visible for all visitors, students, parents, and staff.

ASSEMBLY:

Performing classes may act a play or sing a song incorporating a value. Other work that has been done on values could also been shown at assembly time.

The students could show their appreciation to workers at the school by making them a card or small gift they have made themselves and giving it to them at assembly time.

CANTEEN:

Place students' work on the subject of healthy eating and nutrition onto the canteen wall. Students could find healthy recipes and cut them out or copy them and place them on the canteen wall.

EXTENDING FROM HOME AND SCHOOL INTO THE COMMUNITY:

Extending children's value activities into the community will serve a twofold purpose i.e. that of giving the students the opportunity to experience helping in the community and to promote value education to the public.

Invite shopkeepers and managers of shopping centres to display children's artwork with human values as the theme.

Contact your local newspaper and ask them to do an article about the values programme you are running at your home or school.

Pick up rubbish from an area that you and the children choose.

Visit hospitals or aged care centres, and show artwork that has a theme on values.

Visit hospitals or aged care centres and sing songs to them that you know the patients and residents would enjoy. Include songs about human values in your repertoire.

Be creative and brain storm with the children ways that could be helpful in the community.

CONCLUSION:

‘The rapid progress in science and technology has not brought peace and satisfaction – to the contrary, there is a constant fear of crime, starvation, ecological disaster, war, ill health and other such calamities. The survival of our society and of the planet clearly depends on a widespread renewal of individual commitment to active value-based living.’

Farmer & Farmer (2000:17)

This statement made by Farmer and Farmer is indicative of the present situation in the world, and that there is an overall need in today’s society for change to happen in our systems of education and childcare.

The change needed is one that would include human values into the child’s education at school as well as in the home. This would give our young people the inspiration and motivation to care for other people and for the planet. However, if this change is to take place, it will depend on the present generation of adults to bring it about.

The abuse of alcohol and drugs has warped the minds of many youths. Suicides, murders, and accidents that harm and kill are often caused by these drug-damaged minds. The consequences of drug related crimes are that it is not only the victims that suffer but the perpetrator also suffers jail, and or, a lifetime of never being able to erase from their mind the crime that he/she has committed.

Some educational systems have introduced values education into schools, but overall there has not been any evidence of a notable change for the better in the antisocial behaviour of some youths. The reasons are many, two of which are:

It is not a compulsory part of the curriculum to provide value based education.

There is a lack of an available method within the educational system that would integrate successfully into the curriculum, and attend to the innate values within the child.

It is, therefore, the responsibility of adults, especially those who are employed in child education to provide a means of change and implement a system of values education proven to be successful in eliciting and strengthening the innate human values in the child.

The Sathya Sai Education in Human Values method as described in this book has been responsible for bringing about a transformation of character in children who previously displayed behavioural problems. (See 'Testimonials' at the end of the book.) It has also provided a method by which the teacher can integrate human values into children's learning, both in the home and in the school.

The evidence clearly portrays that it is the duty of all parents, teachers, carers, and people in positions of responsibility to have a plan of action that will enable them to achieve the objective of ensuring the children in their care receive value-based education.

A programme of Sathya Sai Education in Human Values addresses all negative issues on our planet by bringing back truth, love, and goodness into the lives of children and consequently their adult lives, thereby bringing happiness and peace to all forms of life on our planet.

The author sincerely hopes that the guidance and information provided in this book will be of help for those who have the responsibility of educating children to be successful in their attempts to do this important work. They will be rewarded by having the pleasure of seeing the children putting values into practice, as has certainly been the case with teachers and schools around the world who have applied this system of Education in Human Values.

Please feel free to email the author with any suggestions, questions, or feedback at jacqui.robertson@human-values-educare.org

Appendix

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Recommended Websites

A MESSAGE FROM THE DALAI LAMA:

<http://www.dalailama.com/messages/environment/an-ethical-approach>

A MANNERS CHART:

education.qld.gov.au/library/edhistory/topics/manners.html

THE AUSTRALIAN ABORIGINES:

<http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>

A WEBSITE FOR FREE DOWNLOAD OF LESSON PLANS AND RESOURCES FOR ACTIVITIES. The website includes lesson plans for the Direct and Indirect Method for age groups 4 y.o. to 13 y.o., songs relating to the theme and value, posters, value board games. The lesson plans are also available in French and Spanish. The Integrated lesson plans have been prepared by a practising school teacher in the UK. www.sathyasaiehv.org.uk

A SCHOOL IN AUSTRALIA USING THE FIVE HUMAN VALUES:

www.toogoolawa.com.au.

CONSTABLE CARE: (information on how to help keep children safe.)

www.constablecare.org.au

FOR WELL KNOWN CHILDREN'S STORIES, INCLUDING AESOPS'S FABLES

www.storyarts.org/library

INFORMATION TO ASSIST WITH THE STORY 'THE REAL VALUE.'

www.perthmint.com.au/visit

QUOTATIONS:

http://www.brainyquote.com/quotes/keywords/sunshine_3.html#ixzz1FiDshPSt

SONGS FOR EDUCATION IN HUMAN VALUES BY LORAIN BURROWS: Published by the Institute of Sathya Sai Education, Thailand. To order these publications please contact: The Institute of Sathya Sai Education

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THE INSTITUTE OF SATHYA SAI EDUCATION THAILAND. The Institute of Sathya Sai Education in Thailand

http://educare.sathyasai.org/html/institute_thailand_bangkok.shtml

THE MIRACLE SCHOOL IN ZAMBIA

www.sathyasai.org/news/2005/miracleschool.html

Also available on Youtube. <http://www.youtube.com/watch?v=roEWITbOxic&feature=colike>

THIS WEBSITE CONTAINS INFORMATION ON SOME OF THE SATHYA SAI SCHOOLS WORLDWIDE:
www.sathyasaischool including - Leicester, U.K. Toronto, Canada. Bangkok, Thailand. New South Wales, Australia. Zambia,
South Africa, India.

Testimonials

www.toogoolawa.com.au.

Toogoolawa Schools are an alternative provider of education for boys aged 9-14 years who have dropped out of, or are no longer welcome in, mainstream schooling. The present School is situated in Ormeau, Queensland, about 30kms south of Brisbane, just off the M1.

The School is registered with Queensland government and the curriculum is based on the Department of Education requirements; however the emphasis is not so much on academic achievement but more on development of good character. The Toogoolawa model is unique to the school and has been designed to revolve around the five universal Human Values of Truth, Love, Peace, Right Conduct, and Non-violence. The practice of 'mindfulness meditation' is central to the functioning of the Toogoolawa School.

In the twelve years of Toogoolawa's operations, over 400 students have benefited from the Education program. Of these, about one third of the boys have integrated back into mainstream schooling. Others enter traineeships or T.A.F.E courses. Around 85% of the students leave Toogoolawa and take on form of work or study.

The commitment of each teacher to become an ideal role model for the five Human Values is what seems to make the Toogoolawa model so effective. Toogoolawa is an Aboriginal word meaning 'a place in the heart'.

By one of the teachers at Toogoolawa School:

"Teaching empathy and compassion is vital to this process. Thinking beyond oneself and about the feelings of the other helps the boys to develop a sense of regret and apologies result. This is great change for a difficult behaviour."

I have been with Toogoolawa for five years now (a school in Australia that practices the Sathya Sai Education in Human Values programme). I have seen about 70 students come and go and have firsthand experience with what it is to teach the five Human Values and their effectiveness. Once I had grasped them for myself, within myself and my life, my confidence in teaching them soared. They are straightforward and as far as difficult behaviour is concerned, they are all encompassing. In my work they provide me with strong support and the boys are very clear on where the boundaries lie. The Values also stand for things we all wish for our lives and the lives of others. All the kids I have worked with respond well to this as deep down it is what they want even though it is too early or too scary to admit. We have seen some amazing breakthroughs with young men supposedly at the end of the line. This is so encouraging and the skill you learn with the Human Values impact on your whole life and the way you view human behaviour.”

Sacred & Secular Education in Human Values:

www.sathyasaiehv.org.uk

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PC, Deputy Head teacher, Coventry:

“We spent a long time looking into spirituality across the curriculum and we came upon this programme and decided it was really for us...the pupils have responded well and this has affected the way they are behaving, not only in the classroom, but also in the playground and in the wider community.”

What Ofsted Say, (Office for monitoring educational standards in schools and colleges in England and Wales) - JLS, MA Inspector:

“an excellent programme...very well structured, can easily be integrated into any school’s mission statement and help to improve its ethos and through the five values...multi- cultural and multi-faith approach...designed to help the pupils to be in touch with their own feeling and nurture awareness of the qualities within themselves which form good character and behaviour.”

<http://human-values-educare.org> (website for this manual - Jacqui Robinson)

A TESTIMONIAL FOR HOME SCHOOLING

Between my oldest son's third and fourth year in school we decided to take him out of the public system and home school him. We were doing this with the intention of focusing his education on keyboarding skills (as he finds written output i.e. fine motor very frustrating), creating a learning environment that is less stressful and focusing on mental health. My dad sent me a book, entitled "A MANUAL FOR INTEGRATING HUMAN VALUES INTO CHILDREN'S EDUCATION" which became part of our homeschooling life. The book is very beautiful in its simple yet powerful lessons. My son can even do a session on his own or together with his sister. My son's difficult behaviour which was making life very stressful for us has now improved and our days are so much more peaceful and loving. I would highly recommend this book to all parents and teachers who want to have a collective agreement for their students to behave in what is to me the universal language of love.

Pam Sitar (Canada)