

Making Each Moment Count



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The purpose of this booklet

Teachers usually agree that values education is essential in these times of moral decline, breakdowns in family structures, inappropriate use of money and natural resources, misuse and abuse of drugs, lack of individual peace and loss of culture. However, most teachers are under so much pressure to meet so many goals and deadlines, that few have time to add values education to their already overcrowded programmes. Nevertheless, there are often spare minutes throughout the day that require some kind of “filler” activity. This can provide an ideal opportunity to focus on some values education by encouraging **values talk** and especially **values questioning**, to encourage children to think and talk about their own values. While this kind of activity is only one small part of a total education in human values approach, we believe that if you do this often enough, the cumulative effect over time can be powerful – particularly as you are sending the message to your pupils that this is a topic important enough to devote some time to regularly.

The purpose of this booklet is to provide teachers with an easy-to-use resource of five-minute (or even less) filler activities that have been designed to elicit discussions and reflections about values for healthy, happy living, based on the philosophy of Educare. We hope that this will become your constant companion and most useful resource.

What is Educare?

A framework that enables values education to be integrated effectively into school programmes, irrespective of culture or creed, is the Sathya Sai Education in Human Values (SSEHV) programme. This programme was founded in India by Sathya Sai Baba, now operates successfully in more than 160 countries, and is supported by national education department policies in several of these countries. It is a secular programme that is concerned with putting back character development and values into education and developing all domains of

the student's personality: cognitive, physical, mental, emotional and spiritual. It is based on the five human values that are universal and inter-dependent: Truth, Right Conduct, Peace, Love and Non-violence (please see the appendix for more information about these) and is concerned with eliciting these values that are already inherent in all of us. The fundamental principle of SSEHV is that all teaching is based on love and that the teacher's example in living the values is the most critical component of values education.

Its goals are:

1. To bring out human excellence at all levels: character, academic, and "being";
2. The all-round development of the child (the heart as well as the head and the hands);
3. To help children to know who they are;
4. To help children to realise their full potential and;
5. To develop attitudes of selfless service.

Educare is the philosophy of education that underpins SSEHV. It is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values and divinity that are inherent there.

In Educare the pupils:

- Are encouraged to appreciate the five basic human values of Truth, Right Action, Peace, Love and Non-violence as essential to the development of character;
- Learn the cultures, customs and religions of other people along with their own, in order to appreciate the brotherhood of man;
- Acquire decision-making skills, which help to facilitate development of moral learning;

- Develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of all persons;
- Develop self-discipline and self-confidence necessary to promote the fulfillment of their potential – by enhancing their moral, physical, social and academic achievements;
- Develop value skills needed for personal, family, community, national and world harmony;
- Develop a caring attitude towards all forms of life and to value the need for preservation, conservation and general care of the environment.

To bring out these qualities, teachers are constantly examining all of their activities and interactions with their pupils, by reflecting on the questions:

- Does it go to the child's heart?
- Does it have practical application?
- Does it help the child transform?

The children are taught two important ingredients for life. One is that whatever thoughts come into their heads they think about and examine in their hearts before they act. This is referred to as 3HV, the harmony of head, heart and hands. The other is concentration and inner stillness. The main ingredient is love and through love they are helped to become self-reliant, self-confident, self-sacrificing and hence eventually self-realised.

Key Educare issues addressed in these games/activities:

- Who am I? What are my strengths and qualities that make me a unique and special person? How can I use these qualities to help myself and others?
- What are the special qualities/values of great people from the past and present, and how can I learn from their examples?

- What are the special qualities/values of the people in my life?
- What can I learn about myself from nature and the world around me?
- What are the things blocking my potential to grow and how can I change these?
- What is the key “values” vocabulary that can help me to understand all of these things?
- How can I practice desirable values-related words and actions?
- How can silent sitting be used as a tool to help me in my daily life?

Life is a game, play it

The activities suggested here are intended to be “fun” and many of them are games. This is consistent with the words of Sathya Sai Baba, the founder of Educare: “Life is a game, play it”. This raises the questions of how games are played, what our attitude should be to games. Games are generally considered to be for fun and not taken seriously, and similarly we should enjoy playing the game of life rather than thinking of it all the time as too much of a serious affair. On the other hand, we can learn a lot from games and fun activities, and using these as a tool for creating a consistent focus on values/good character/appreciating ourselves and knowing who we really are – will start to have effect over time

Display of values words and concepts

To help your students to get the best results from these activities, we suggest that you have a permanent display of values words and concepts in your classroom. This can be built up over time by the pupils themselves. The resources in the appendices to this booklet will help to give you a start.

Educare: Filler Games

1. Everybody has a special strength

Objective	To make children aware that everybody has a special gift/strength/ability that makes them unique and special and gives them a reason for living.
Equipment	None
What to do	Select one child to be the focus. The rest of the class is given a time limit to list the good qualities/special strengths of this child. (Rule: No put-downs, no negative qualities). Note: Some ideas have been included in Appendix 2. Variation: The class can be asked to brainstorm ways in which the focus child can use his/her special strengths to help him/herself, friends and classmates, the school, his/her family and the world..
How to emphasise the values message	We should all respect and celebrate each other's special qualities. To be really fulfilled and happy in our lives, we need to find out how we can make use of our own strengths/gifts to help ourselves and others.

2. Changing the things I want to change

Objective	To provide a supportive network to help children to change the behaviours they would like to change.
Equipment	None
What to do	<p>Select one child to be the focus. (Note: It is important that the chosen child has volunteered to participate.) This child nominates one thing that s/he would like to change (e.g. to be a better listener, not to react with anger so easily, to concentrate better in class....)</p> <p>The rest of the class brainstorms about strategies the focus child might be able to try (Rule: All suggestions are accepted equally, with no comments or put-downs.)</p> <p>At the end of the activity the focus child selects the strategy/ies that s/he would most like to try, and the class agrees to help him/her to implement this strategy.</p> <p>After a week, review what happened and how effective it was.</p>
How to emphasise the values message	Remind the children that we are all responsible for supporting each other. If we do not like something about our own behaviour we have the power to change it, with the support of our friends. On the other hand, emphasise that we do not have the right to try to change somebody who does not want to change.

3. Practise communicating heart-to-heart

Objective	To practise communicating from heart-to-heart, rather than just mouth-to-ear.
Equipment	None
What to do	Turn to the person beside you and tell them something you like about them. Focus on the words coming from your heart to theirs, rather than your mouth to their ears.
How to emphasise the values message	Very often we communicate from our mouths to the listeners' ears. Try to channel your words from your mouth, via your heart, to the listener's heart, and reflect on the differences you experience.

4. Values messages from life

Objective	To recognize the many messages about life that we can gain from all around us.
Equipment	Any objects
What to do	Brainstorm: How many values/life messages can you get from [insert any topic or object here, e.g. water, football, a car, ...]. Variation: (Taken from http://www.businessfundamentals.com/TeamBuilding/team_building.htm) Draw the outline of a car on the board. Invite children to add components of the car and explain what each stands for and how they can relate it to their class as a team. (For example: the antenna to make sure we have good communication; the wheels to keep us in motion; the rearview mirror to keep an eye on where we have been; headlights to help us find our way; the petrol tank to provide fuel when we need it)
How to emphasise the values message	For example, a "values/life" message from water can be "go with the flow", "flow around obstacles in your path rather than getting stuck by them", "nurturing" etc.

5. Class meeting

Objective	To encourage pupils to suggest their own values-based solutions to address problems/issues that arise in their daily lives
Equipment	None
What to do	<p>Ask the children to suggest a problem/issue, e.g.: There is a child in my class who bullies the other children. What can I do about it?"</p> <p>Everyone in the group suggests an idea (has to have a values base, i.e. with a focus on truth, peace, love, right conduct and non-violence). Anybody has the right to say, "Pass" if they do not wish to speak.</p> <p>The secretary writes down all of the ideas and nobody is allowed to comment on any of them, either positively or negatively. After everyone has had a turn to make a suggestion, the group decides which one/s they will try first.</p>
How to emphasise the values message	<p>If we focus on human values we can often find solutions to the problems that arise in our daily lives.</p> <p>If we model human values in our lives, it can have an impact on other people around us.</p>













6. Values “What if...?”

Objective	To raise pupils’ awareness that we all have the power to “make a difference” if we use human values in our daily lives.
Equipment	Sheet of paper for each pupil
What to do	<p>Each person writes a “what if” question related to values (eg “What if there was only love in the world?” “What if everyone in the world got everything they wanted?” “What if everyone did one thing every day to make a difference?”</p> <p>Each person’s paper is handed to the next person, who gives a short talk to answer the question, or writes an answer to the question. Pass it on again and select someone to read out the question and answer they end up with.</p>
How to emphasise the values message	We might think that we are too small, unimportant or powerless to make a difference, but we can contribute to change by making positive changes in ourselves first.

7. Values search

Objective	To raise awareness of values concepts in daily life
Equipment	None
What to do	Search your person for objects that you have with you that symbolize values or sub-values
How to emphasise the values message	Human values are all around us, and we can learn messages from all sorts of life experiences if we only allow ourselves to be aware and to look for them.

8. Web of appreciation

Objective	To encourage children to appreciate the good qualities in each other, and to make them aware of their own.
Equipment	Soft ball, beanbag or ball of wool/string
What to do	<p>Make a list of good qualities. (Some examples are shown below.) Students can be encouraged to develop their own lists of good qualities for this game. The teacher throws a ball/beanbag to the student who fits the first description on the list the most closely. That student then throws the ball to the one who matches the second description, and so on. The rule is that the same person cannot receive the ball more than once.</p> <p>If the same lists are used repeatedly it may encourage some students to work on themselves - if the teacher notices an improvement in a particular student, s/he can start the game off by throwing to that student.</p> <p>The student who receives the ball can repeat what was said to him, e.g. "I have a loving heart", before throwing it to the next person.</p> <ul style="list-style-type: none"> calm and not affected by what is happening around him/her has a loving heart has a warm smile speaks truthfully, kindly and lovingly is a good team member is caring to others a good listener good at solving problems happy with whatever he has and not wishing to have more courageous in difficult times makes me feel good when i am around him/her helps others <p>Variation: Instead of throwing a beanbag or ball, use a ball of wool or string. Each person holds onto their end when throwing it to the next person, so that eventually a web is created connecting everyone together. At the end of the game, each person can cut a piece of the thread and keep it as a reminder, or the web can be kept intact and pinned up on the display board.</p>
How to emphasise the values message	Let's try always to look for the good qualities in the people around us. Let's also try to work at improving our own good qualities.

9. Pass the parcel: Passing the hidden gift

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To help children to realise that we all have a "hidden diamond" inside us, that is our "real" self, and that we should find and utilise this diamond for the good of ourselves and others, by shedding the thoughts and behaviours that are getting in our way.
Equipment	<p>One small gift Newspaper packages to wrap the gift.</p> <p>Before the game, wrap the small gift in several pages of newspaper. (Groups of children can be given the task of preparing the parcels in readiness for the activity.) On each page, write/draw some of the things that we need to shed to find our inner diamond, e.g: What can I do to shed my anger? What can I do to shed my jealousy? What can I do to shed my unkindness to others? What can I do to shed my fears? What can I do to shed my lack of care for the environment? What can I do to shed my lack of respect for others?</p>
What to do	<p>Start the music and children pass the parcel around the circle in a clockwise direction. When the music stops the child holding the parcel "sheds" one layer of newspaper and acts/mimes what s/he can do to shed this negative characteristic.</p> <p>Continue the game until the gift is reached. Children can conclude the game by telling the winning child what they see as being his/her special inner diamond/gift.</p> <p>Variation: Write Human Values on some of the newspaper sheets and vices on others. If a child unwraps a Human Values sheet s/he should say one quotation (well-known or invented) about that value. If it is a vice sheet, the child has to tell/act/mime what can be done to counter the vice.</p>
How to emphasise the values message	Remind the children that the parcel is like our body, and the real gift is the diamond inside us - and that to get to this diamond we have to shed all of our negative qualities.

10. Values through noble personalities

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To recognise the good qualities that make a person noble, and to realise the legacy that a person gives to mankind by having these good qualities.
Equipment	Set of cards with pictures of great people (past or present) from your own country or worldwide (about 12 cards) Note: Your pupils can be asked to help you to compile this set of cards. They can they be kept in the classroom for repeated use for this and other activities.
What to do	<p>Select 5 cards and show them to children one by one. Ask children to close their eyes for one minute to remember the pictures. Put the cards aside, face down. Ask children to remember one of the people on the cards and to talk about their good qualities that make them good examples to mankind.</p> <p>Variation: The same game can be played with a set of cards with pictures of animals, eg cat, cow, dog, elephant, lion, camel, tiger, owl, peacock, ant, butterfly, spider).</p> <p>Further variation: The teacher shows the class all of the "animals and insects" cards one by one and asks the children to write down the one that they feel identified with and the one that identifies the person/two people sitting beside them. Nobody is allowed to speak or to show the paper to the other participants.</p> <p>The leader shows the pictures again and asks the children to list the virtues and good qualities for each animal and insect. (These can be listed on the board or made into a display to be left in the room long-term.)</p> <p>When finished, each child is asked to share with his/her neighbour/s which animals were chosen to identify themselves and each other. They can compare whether these qualities really do connect with the person.</p>
How to emphasise the values message	Ask pupils to reflect on how they demonstrate the qualities discussed, or what they can do to develop the desirable qualities in themselves.

11. Peace and sense control

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To appreciate the value of Peace. To learn to control one's mind and senses. To improve concentration.
Equipment	None
What to do	Divide the class into two teams. Children sit in pairs consisting of one player from each team. One player attempts to sit in silent thinking, with eyes closed, for one minute. The other tries to distract him/her by talking, laughing, singing etc. (No touching is allowed.) At the end of the minute the "winner" is awarded a point for his/her team. The roles are reversed for a second minute. At the end of the game the winning team is the one with the most points.
How to emphasise the values message	Remind the class that true inner peace is a quality that cannot be disturbed no matter what turmoil is going on around you.

12. A palm full of good qualities

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

- Objective** To make children aware of their own and other people's good qualities.
- Equipment** Each child has a piece of paper.
- What to do** On one side of the paper they trace around their left palm and write 5 good qualities about themselves, one on each finger.
On the other side of the paper they write their name and trace the outline of their right palm. The paper is then passed to 5 classmates who each write one good quality (one quality on each finger) of the child whose name is at the top.
The paper is then returned to the original child.
- How to emphasise the values message** Let's try to focus on appreciating the good qualities in other people and ourselves.

13. The positive journalist

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To transform negativity to a positive attitude. To realise the importance of seeing things in a positive way.
Equipment	A news item that is reported in a negative way. (Note that this should be about an everyday kind of event, not something that is TOO negative.)
What to do	Allow the class 10 minutes (either individually or in groups) to change the article in a positive and perhaps even funny way. They should try to change as few words from the original article as possible, but all negative words should be replaced. The winner is the person/group who can change the article to a positive one with the least number of word changes in the original article.
How to emphasise the values message	We can choose how we view events and people. If we look for the negative view we can become unhappy, but looking for the positive view can make us feel good.

14. Rich is the one who desires the least

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To recognise good qualities and to promote the idea of "Ceiling on Desires"
Equipment	A set of about 12 cards with pictures of great people (past and/or present) Paper and pen Many counters
What to do	<p>Divide the class into two teams. Remind them that the winning team will be the one with the fewest counters. Remind them of the quotation "Rich is not the one who has the most. Rich is the one whose desires are the least."</p> <p>Player 1 from Team A selects a card but does not show it to the rest of the team. Team B tries to guess who the person is. The player from Team A is only allowed to answer "Yes" or "No" to their questions and must answer truthfully.</p> <p>For each question asked by Team B one counter is received from the Team A player.</p> <p>If the answer to the question is "Yes" one counter is returned to the Team A player.</p> <p>If the answer is "No" the Team A player gives 3 counters.</p> <p>After a set amount of time/set number of questions the game is repeated with the other team.</p>
How to emphasise the values message	Discuss "ceiling on desires": if we put a ceiling on our desires (e.g. by reducing the amount of sweets we eat, or the time we spend playing computer games) we can save time or money that can be used for a better purpose

15. See good, hear good, do good, be good

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To develop children's concentration skills. To help children to discriminate between good deeds and unsuitable behaviors.
Equipment	None
What to do	This is a variation of the game "Simon Says". The teacher or a child stands at the front. When the leader gives an instruction about a "good" behavior (for example, "Simon says smile") the rest of the class performs that action. However, if the leader names a "bad" action (e.g. "Simon says tell a lie", the children should sit down and cover their eyes. Note that it may be useful to have a list of good actions prepared in advance.
How to emphasise the values message	Remind pupils that we can have choices about our behaviours.

16. Passing Love

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To encourage children to express Love. To inculcate the value of gratitude and the habit of seeing good in others.
Equipment	An attractively decorated box containing small cards with the name of each child. Note: Children can be asked to help you to prepare this box and it can be kept in the classroom for future use.
What to do	The children's names are placed in the box and mixed well. While music is played, the box is passed from child to child. When the music stops the child who is holding the box draws out a name and expresses gratitude or says a good quality about the child whose name is on the slip. A variation: As the child says the positive comment about the classmate whose name is on the paper, he may give him a present (provided beforehand by the teacher) such as a sweet, a flower, or a card with the name of a value or a picture of a person/animal with good qualities.
How to emphasise the values message	Let's try to focus on appreciating the good qualities in other people and ourselves

17. Who is That Special Person?

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To inculcate the habit of seeing the good qualities in others. To increase self-esteem.
Equipment	An attractively decorated box containing individual cards with the names of the children in the class. A set of Human Values cards (ie cards with pictures, words or quotations representing values) to be given out as prizes (optional)
What to do	This is a game for people who know each other well. Music is played while the box is passed around the class. (In a large class it may be a good idea to have two boxes, each containing the names of half the children in the class, so that one box can be passed around on each side of the room.) When the music stops, the child who is holding the box draws out a name card. S/he does not mention the name on the card but describes the special qualities of the person whose name is written there. The other children have to guess whose name is on the card. (Optional: A Values Card can be given to the child who guesses correctly.)
How to emphasise the values message	Let's try to focus on appreciating the good qualities in other people and ourselves

18. Help Ever, Hurt Never

(Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India)

Objective	To demonstrate Right Action and appreciate service in action. To experience joy through helping others. To practise communicating from heart to heart rather than mouth to ear.
Equipment	<p>A set of "Needy" cards (ie about 12 cards showing pictures of people in need, eg elderly, sad, hungry, lonely, angry, or a sick or abandoned animal,).</p> <p>Note: Children can be asked to help you to prepare this box and it can be kept in the classroom for future use.</p>
What to do	<p>Divide the class into two teams.</p> <p>One player from each team selects a card and, without speaking, acts out a suitable helping action.</p> <p>The first team to guess what the helping action is that is being acted by their player wins a point (or a Human Values card). The game is continued with several new players taking a turn to be the actor at the front. At the end of the game, the team with the most points/Human Values cards is the winner.</p>
How to emphasise the values message	If we help others who are in need, we often forget about our own problems.

19. Strength in Unity

Objective	To appreciate that we can often do things more effectively if we all work together rather than separately or in conflict with each other.
Equipment	None
What to do	Have the children sit closely in a circle. Then ask them to stand up all at once. They notice how difficult it is to stand up when they are all trying to do different things. Next, ask them to sit with their backs facing into the circle and to link arms as if they are a family. They can experience how much easier it is to stand up if they allow themselves all to become "one family".
How to emphasise the values message	We all have a responsibility to use our own unique strengths/talents/gifts to contribute to the overall good of the group.

20. Pass the Love

Objective	To uplift classmates with positive thoughts.
Equipment	None
What to do	Sit in a circle and hold hands. As each child has his/her turn the previous child passes on the pulse of loving energy by squeezing his/her hand and sending support that s/he will get the right answer. Start with a number fact, eg 2×4 . The next child answers 8, then continues with a new fact, eg $(\dots \times 2 = 16$ – note that they do not repeat 8, as part of the game is to listen carefully to the number the first time it is said). The game continues until everyone has had a turn. Conclude by having the children talk about their experiences with the game.
How to emphasise the values message	If we send love and support to other people to help them to get the right answer, rather than being jealous or hoping they will make a mistake, it makes them feel good and it also makes us feel good (LOVE/compassion, selflessness).

21. Multiples

Objective	To practise “values vocabulary” while promoting listening and concentration and practising mental arithmetic/number facts.
Equipment	A set of Human Values Cards (ie cards with pictures, words or quotations depicting various values) Note: Children can be asked to help you to prepare these and they can be kept in the classroom for future use.
What to do	<p>This game can be played with the whole class or in small groups, depending on the size of the class.</p> <p>Somebody draws a Values Card (eg Love) The first person calls out "1", the next person, "2" etc. until the fifth person, who says "Love (or whatever name is on the values card)" instead of "5". The game continues with the next person saying "6" and so on until the tenth, who says "Love" instead of "10". This continues, with the players saying "Love" instead of naming each multiple of 5. The winning group is the one that can keep going for the longest without making a mistake.</p> <p>Variation: This game can be used with any multiples - to make it further complicated children can be challenged to say "Love" for multiples of two numbers (eg 5 and 6) or for the common multiples of two numbers.</p>
How to emphasise the values message	We can think about human values even when we are going about our ordinary daily activities.

22. *'Green light verbs'*

Objective	To focus on positive behaviours and actions.
Equipment	None
What to do	Make a list of all the actions we can take that will benefit other people
How to emphasise the values message	We should try to help others – or if we cannot do that, at least to do nothing that will harm others.

23. *Unity in diversity*

Objective	To appreciate the differences between people and understand the similarities
Equipment	None
What to do	Brainstorm about the similarities and differences between people of different races/different religions. This can also be a chance to focus on differences within our own community. For example, develop the understanding that we should treat people who are poor or people with disabilities as being the same as us on the inside.
How to emphasise the values message	There is only one caste, the caste of humanity. If we can all appreciate the differences between people and understand that we are all basically the same underneath these differences, we can contribute a lot towards creating world peace.

24. Our mentors

Objective	To appreciate the people who have helped us to achieve and identify their good qualities.
Equipment	None
What to do	Think of someone who has helped you achieve something you really wanted. Now ask yourself what it was about that person that helped you to reach your goals. Jot down whatever comes to mind. Share with the group/class what you perceive to be the qualities of this person.
How to emphasise the values message	Observing the good qualities of other people can help us to make positive changes in ourselves.

25. Inspirational stories

Objective	To utilize inspirational stories to encourage us to think about our own values.
Equipment	None
What to do	Read/tell an inspirational story, particularly one that focuses on people with good characters. (Pupils can also be encouraged to find their own stories to share with classmates.)
How to emphasise the values message	The purpose of the following questions is to draw out the children's own understandings of the values messages. <ul style="list-style-type: none">• What does this remind you of in your own life?• What can we learn from this? What is the human values message in what we have learned? (i.e. about ourselves, being better/happier people, helping ourselves and others, etc.)• What can <u>we</u> do: (a) as individuals, (b) as a school, (c) as a society, and (d) as the whole world to put this values message into practice?

26. Values songs

Objective	To use music and song as a way to elicit values and gain inspiration about life's joys and challenges.
Equipment	Some sample songs can be downloaded from our website www.ssehv.org Pupils can also be encouraged to find suitable examples.
What to do	Sing an inspirational/values-based song.
How to emphasise the values message	Positive music and songs can do a great deal to uplift the human psyche, particularly if sung in a group. On the other hand, negative lyrics can have a damaging effect. Ask pupils to reflect on: <ul style="list-style-type: none">• What does this remind you of in your own life?• What can we learn from this? What is the human values message in what we have learned? (i.e. about ourselves, being better/happier people, helping ourselves and others, etc.)• What can <u>we</u> do: (a) as individuals, (b) as a school, (c) as a society, and (d) as the whole world to put this values message into practice?

27. Waste not, want not

Objective	To raise awareness about what we can do, as individuals, to contribute towards saving energy.
Equipment	None
What to do	Brainstorm ways that you can save energy in your home, for example by saving water, using low-energy light bulbs.
How to emphasise the values message	We all have a responsibility to do our share towards protecting our environment, and saving energy is one way to do this. Even one person changing his/her habits can make a difference.

28. Self-reflection

(Taken from Carol Alderman, *Sathya Sai Education in Human Values: An Introduction and Lesson Plans, Ages 12 to 13 Years*)

Objective	To reflect on how our behaviour makes us feel
Equipment	None
What to do	Give pupils 5 minutes to talk to a partner about the following: A time when I acted with integrity although it was difficult... and how I felt A time when I failed to act with integrity ... and how I felt
How to emphasise the values message	We can influence the way we feel by controlling our thoughts, words and actions.

29. A private movie

(Taken from Carol Alderman, Sathya Sai Education in Human Values: An Introduction and Lesson Plans, Ages 12 to 13 Years)

Objective	To encourage self-reflection on our thoughts, words and actions
Equipment	None
What to do	<p>At the end of the day, ask children to review their day: What could I have done better today? How could I have phrased something so as to have spoken more kindly? How might I have helped a situation? After they have reflected silently for a few minutes remind them to tell themselves: I accept any mistakes I have made. But next time I will handle the situation differently and better, so as not to hurt myself or anyone else.</p>
How to emphasise the values message	<p>We are the only one responsible for our own thoughts, words and actions to avoid hurting others or ourselves. It is human to make mistakes, but we should forgive ourselves for our mistakes and other people for theirs. Tomorrow is a new day, when we can start again with a clean slate.</p>

30. Appreciation

(Taken from Carol Alderman, Sathya Sai Education in Human Values: An Introduction and Lesson Plans, Ages 12 to 13 Years)

Objective	To recognize and appreciate the good qualities in somebody whom we don't know or with whom we have quarreled.
Equipment	None
What to do	<p>Ask the pupils to get into pairs with someone they don't usually work with (or maybe even someone with whom they have recently quarrelled).</p> <p>Next ask the pupils to sit quietly with their partner for a couple of minutes, making eye contact and considering the partner's good qualities.</p> <p>Ask them to write 3 good qualities that the partner has.</p>
How to emphasise the values message	We need to be vigilant constantly about looking for the good qualities in other people.

31. Grateful

(Taken from Carol Alderman, Sathya Sai Education in Human Values: An Introduction and Lesson Plans, Ages 12 to 13 Years)

Objective	To reflect on all of the good things in life
Equipment	None
What to do	<p>Ask the class to work in pairs for one minute each, changing over after one minute. Only one person is to speak at a time. It is not a dialogue. In this way, the person not speaking can practise listening.</p> <p>Person A tells Person B all the things s/he is grateful for. Person B listens while person A talks. Ring a bell after one minute to show change-over time. Person B tells Person A all the things they are grateful for. Person A listens while person B talks.</p>
How to emphasise the values message	No matter how many troubles we have, we can always find something to be grateful for, and thinking about these things can make us feel good.

32. Friendship Game

(Taken from Loraine Burrows, *Discovering the Heart of Teaching*, International Institute of Sathya Sai Education)

Objective	To encourage children to appreciate the good qualities in each other, and to make them aware of their own.
Equipment	Music Small ball/beanbag (optional)
What to do	<p>Pupils sit in a circle and one child runs around the outside while music is playing. When the music stops, the child who is running looks at the one s/he is standing in front of and says, "You are a good friend because..." Then that child gets the chance to run around the circle. The children should only say positive things about each other so it encourages them to look for the good points in others.</p> <p>A variation of this game is for the child who is "in" to throw a ball to each classmate in turn rather than running around the circle.</p>
How to emphasise the values message	Let's try always to look for the good qualities in the people around us. Let's also try to work at improving our own good qualities.

33. Group Story

(Taken from Loraine Burrows, *Discovering the Heart of Teaching*, International Institute of Sathya Sai Education)

- Objective** To focus on using values-based vocabulary and concepts
- Equipment** None
- What to do** This activity develops creativity and the ability to listen and comprehend what others are saying. It is easiest if the students sit in a circle. Ask one person to start the story and each one adds a few sentences until it is completed. The teacher should help make sure the story is values-oriented (i.e. by linking to the classroom lists of values vocabulary) and make suggestions to bring it back if the children get off track.
- How to emphasise the values message** Ask pupils to reflect on:
- What does this remind you of in your own life?
 - What can we learn from this? What is the human values message in what we have learned? (i.e. about ourselves, being better/happier people, helping ourselves and others, etc.)
 - What can we do: (a) as individuals, (b) as a school, (c) as a society, and (d) as the whole world to put this values message into practice?

34. Pass the Rock

(Taken from Loraine Burrows, *Discovering the Heart of Teaching*, International Institute of Sathya Sai Education)

- Objective** To reflect on acts of kindness and how they make us feel
- Equipment** A small, colourful rock
Music
- What to do** This activity focuses on kindness. Sit in a circle and pass the rock while music is played. When the music stops whoever is holding the rock has to relate some incident when they went out of their way to be kind and help someone. As soon as the music starts up again, the rock is passed around the circle and the whole procedure is repeated.
- How to emphasise the values message** Discuss the meaning of the quotation, “Help ever, hurt never.”

35. Appreciating Parents

(Taken from Loraine Burrows, *Sathya Sai Education in Human Values Lesson Plans*, International Institute of Sathya Sai Education)

- Objective** To express appreciation for others
- Equipment** Music
A small item to pass around, such as a box or parcel
- What to do** Have pupils sit in a circle. As music is played, a small box or parcel is passed around. As soon as the music stops the child who is holding the box must quickly say something that his/her parents do for him/her. If there is too long a pause the child is out. No repetition is allowed, so the game becomes more difficult.
- How to emphasise the values** It is important to be aware of the good qualities in the people around us.

message

36. Roleplaying Values

(Taken from Loraine Burrows, *Sathya Sai Education in Human Values Lesson Plans*, International Institute of Sathya Sai Education)

Objective	To reflect on the consequences of our actions
Equipment	None
What to do	Invite a group of children to perform an impromptu mime about the consequences of destroying public property (e.g. breaking a public telephone, graffiti, carving your name on a tree, littering). Encourage them to focus on the ways in which these acts can cause inconvenience to other people.
How to emphasise the values message	All of our actions have consequences for others – even if we think they are very small acts or cannot be seen by anybody.

37. Gossip Game

(Taken from Loraine Burrows, *Sathya Sai Education in Human Values Lesson Plans*, International Institute of Sathya Sai Education)

Objective	To recognize and reflect on the potential consequences of gossip
Equipment	None
What to do	Ask one child to think of a short incident, either factual or fictitious, and ask him/her to relate it to another child. This is done in such a manner that the rest of the class cannot hear. In turn, the second child tells another and so on. After many children have heard the story, ask the last and the first child to tell both their versions.
How to emphasise the values message	Once it has been noticed how different their stories are, discuss with children how easy it is to get the story wrong. Ask them to form their own conclusions about gossiping.

38. Forgiveness

Objective	To reflect on the importance of truly forgiving and letting go.
Equipment	Paper and pen for each child
What to do	Ask each child to write down the name of somebody who they feel has done something wrong to them. Next, write down what it was that this person did. Then write how they feel about this incident and where in their body they feel pain/anger. Finally ask them to write the sentence: I forgive [name of person] for not behaving how I think s/he should have.
How to emphasise the values message	Ask them to think again about any changes in their feelings after having forgiven.

39. Celebrating our strongest values

(Adapted from Branden, N. *How to Raise Your Self-Esteem*, NY: Bantam, 1987, p.68

Objective	To raise awareness about children's own strengths and each others'
Equipment	None
What to do	<p>Children can either be divided into small groups according to their seating arrangements or this can be done with the whole class. The first child starts by saying, "One of the values that I like about myself is....." S/he then turns to the next child in the group and says, "One of the values that I like about you is....." The second child then repeats the two statements, saying what his/her own strongest values are and what the strongest values are of the next person. The game continues until everyone in the group has had a turn – if time does not permit it can be stopped and continued in a later session from where you left off.</p> <p>Other variations can include: I like myself the most when I.... I like myself the least when I....</p>
How to emphasise the values message	Remind children that everyone has something that is their special, unique gift/quality and that it is important to support each other to find out what these are.

40. Students take turns “teaching” end-of-day mini-lesson

(Adapted from <http://www2.scholastic.com/browse/article.jsp?id=3750209>)

Objective	To reflect on the values lessons we learn every day.
Equipment	None
What to do	Call on somebody at random to share something that has happened during the day, to him/her or somebody else, and talk about what s/he learned from this experience about how to make our lives happier and more fulfilled. (For example, “I made a mistake in my maths and my teacher patiently helped me to find out where I had gone wrong. I realised that it is OK to make mistakes, as long as we use it as an opportunity to learn and to grow”.)
How to emphasise the values message	Encourage pupils to reflect regularly on what they can learn by looking positively at the things that happen in their lives.

41. Values advice

Objective	To think about the impact on human life of applying human values to our thoughts, words and actions
Equipment	None
What to do	Brainstorm values advice for: your teacher, your country’s president, your brother/sister, your school principal, somebody out of work, somebody who failed a test,.....
How to emphasise the values message	What can be the consequences/benefits if everyone uses human values in their lives?

42. Dictionary practice

Objective	To combine dictionary skills with values vocabulary
Equipment	Dictionary per child or one per pair of children
What to do	Designate a letter/letter group and give a time limit in which to find as many values-related words as possible starting with/containing the designated letter/s.
How to emphasise the values message	Invite children to read out the lists they have compiled and justify why certain words should be included. These lists can be put onto a display board for future use in other activities.

43. Values "Pictionary"

Objective	To raise awareness about values vocabulary and concepts
Equipment	Cards showing values words, values actions or simple values-related quotations (see appendices for some examples of these)
What to do	Split the class into teams and have them compete in a game, using the board to draw on. One team member selects a card and attempts to draw what it represents, while the other team members try to guess what it is within a time limit.
How to emphasise the values message	Using values words/concepts as a basis for this kind of game emphasizes to children that you think these are important.

44. Stranded on a desert island

(Adapted from

http://www.businessfundamentals.com/IceBreakers/ice_breakers_energizers.htm)

Objective	To reflect on the idea of “strength in unity” – that we can usually achieve more by combining our strengths and working co-operatively together.
Equipment	Paper and pen for each student
What to do	Ask each student to write down one thing s/he would bring if going to be stranded on a desert island and only had 5 minutes notice to prepare. Once everyone has written down their items, ask each person to tell what they would bring and how they would use it. Give them a few more minutes to discuss how they could combine their items. If you want to allow more time, combine people into groups to brainstorm what they could do with their combined items.
How to emphasise the values message	It is often more helpful to our survival – and more fun – if we can combine our resources and strengths with others. Discuss the differences between their chances of survival before and after combining their resources. How do they feel about the idea of combining resources?

45. Who am I?

(Adapted from

http://www.businessfundamentals.com/IceBreakers/ice_breakers_energizers.htm)

Objective	To identify people by their good qualities
Equipment	None
What to do	Ask one pupil to stand at the front, facing the class. Behind his/her back, write the name of a well-known person/character on the board. The object of the game is for the person standing at the front to guess the name written on the board, by asking questions about this person’s character and behaviour. The other pupils are only able to answer yes or no, and can only answer a question that is related to the person’s character and behaviour.
How to emphasise the values message	Is it more important to define a person by their wealth and fame, or by their character and good behaviour? What can we learn from these people that can be applied to ourselves?

46. Star light, star bright

(Adapted from

http://www.businessfundamentals.com/IceBreakers/ice_breakers_energizers.htm)

Objective	To practise giving positive thoughts and upliftment to other members of the group/team.
Equipment	Cut out star shapes (Pupils can be asked to help to prepare these in advance.)
What to do	<p>Ask the class if they have heard the rhyme, “Star light, star bright, first star I see tonight; I wish I many, I wish I might, have the wish I wish tonight”.</p> <p>Ask the pupils to think of a wish that they have for their group/team/class.</p> <p>Ask each one to write his/her wish on a star, then place the stars in a cluster on the wall. If time allows, ask the pupils to come forward, one by one, and state their wishes.</p>
How to emphasise the values message	Encourage pupils to distinguish between values-related wishes and worldly things like wealth and fame. Discuss how it makes them feel to think about how they can uplift the whole group, rather than just focusing on themselves.

47. Hatful of Quotes

Objective	To reflect on values-related quotations and how they relate to our daily lives.
Equipment	A “hat” or box containing a set of values-related quotations. (Please see Appendix 3 for some samples. Pupils can be encouraged to collect further samples to add to the box, which can then be kept in the classroom for future use.)
What to do	Ask students to select one quote from the hat. They are given a few minutes to think about it and then asked to read it out and comment on it.
How to emphasise the values message	Encourage students to think about: <ul style="list-style-type: none">• What does this quote mean to me?• Has there been a time in my life when I have acted according to this or when these words have been helpful to me?• What can I change or confirm about myself in relation to this quote?

48. Conducting a values auction

(adapted from <http://frank.mtsu.edu/~u101irm/auction.html>)

Objective	To reflect on the values that are important to the pupils
Equipment	Values auction bill of sale (see Appendix 4)
What to do	<p>This activity can be carried out over time, either as a series of filler activities or a longer class activity.</p> <p>Put a copy of the bill of sale on display several days before starting the activity. Students can be given a hypothetical amount of money (e.g \$6000). They need to decide which items they would like to bid for and how much they are prepared to spend.</p> <p>There is one rule: No item can be re-sold (for example they cannot purchase a cure for AIDS with the idea that they could re-sell it in future for millions)</p> <p>The teacher or a child can take the role of auctioneer. Two “clerks” are needed to record the amounts spent.</p> <p>Once a student has made a bid, that money is considered spent, even if they do not win the item. This means that they have to think very carefully about how they will allocate their money.</p>
How to emphasise the values message	<p>Discuss what the purchases reveal about the values of the class. What items brought the highest/lowest price? Why? Which item was the best bargain? Discuss the reasons for any unexpected results (e.g. if world peace was purchased more cheaply than football tickets). In real life, which items would probably cost the most, and why?</p> <p>Pupils can also be asked to write/reflect on:</p> <ul style="list-style-type: none">• What did I bid on? Why?• What did I buy? Why was I able to do so?• On what did the class bid the highest? Why?• On what (if anything) did the class not bid? Why?• On what did the class bid the lowest? Why?• From this activity, what can I say about my values?• Is there anything else I have learned from doing this activity? What?

49. Thinking about the language we use

Objective	To encourage the use of positive, supportive talk
Equipment	None
What to do	<p>Brainstorm: What is some of the language (non-verbal as well as verbal) we use that is a “put down” and how does it make us feel when others use this language with us? How can we change these words to “put ups” – and how does this make us feel?</p> <p>Variation: Create roleplay scenarios where students can practise “put up” language</p>
How to emphasise the values message	How can we apply what we have learned from this activity to our daily lives?

50. The price is right!

(Adapted from <http://www2.scholastic.com/browse/article.jsp?id=3750209>)

Objective	To encourage reflection on the values of objects and an appreciation of their worth
Equipment	Advertisements for items children like to buy (e.g. latest model phone, electronic games, sports shoes)
What to do	Show/read the advertisement without disclosing the price. Play a “higher/lower” guessing game to identify the price.
How to emphasise the values message	<p>If your parents earn [insert an average amount], how many hours of work would they have to do to buy this item for you? Link to ceiling on desires: What is something unnecessary you could give up or reduce (e.g. eating sweets every day, going to the game parlour to play computer games) to save money for something you really need? Reflect on the difference between “needs” and “wants”. What are the consequences for us and for other people if we reduce our “wants”?</p>

Appendix 1: Universal human values and recommended sub-values for different age-groups

(Taken from Jumsai, A. & Burrows, L. *Sathya Sai Education in Human Values Handbook for Teachers*. Sathya Sai Foundation of Thailand)

Ages 6-9 years

Truth

1. Speak the Truth
2. Speak only what is good and necessary
3. See the good in others
4. Humility
5. Equality
6. Optimism
7. Curiosity

Right Conduct

1. Not stealing
2. Not breaking a promise
3. Not quarreling
4. Speak softly
5. Honestly
6. Not killing
7. Being able to take care of yourself (dressing etc.)
8. Health and hygiene
9. Cleanliness
10. Tidiness
11. Respect for parents
12. Respect for teachers
13. Respect for elders
14. Obedience
15. Good manners
16. Punctuality
17. Courage

Peace

1. Gentleness/politeness
2. Not getting angry
3. Forgiveness
4. Discipline
5. Silent Thinking
6. Calmness
7. Inner contentment or happiness

8. Satisfaction
9. Concentration
10. Effort
11. Patience

Love

1. Love for all
2. Kindness to animals
3. Forgiveness
4. Consideration
5. Sympathy
6. Sharing
7. Unselfishness
8. Friendship
9. Helping
10. Joy

Non-violence

1. Not hurting others
2. Concern for all life (animals etc.)
3. Respect for property
4. Not wasting money
5. Not wasting water/electricity
6. Not wasting food
7. Not wasting time
8. Avoiding playing with dangerous things
9. Discriminating about what to watch on TV, what books and cartoons to read
10. Using good language
11. Teamwork
12. Unity
13. Patriotism
14. Caring for the environment

Ages 10-12 years

Truth

1. Unity of thought, word and deed
2. Humility
3. Detachment (ie not being affected by good or bad things that happen to us)
4. Being prepared to accept the truth
5. Seeing the good in all
6. Discrimination between what we should and shouldn't do
7. Self-honesty
8. Equality – human rights

9. Respect for other cultures/ways of thinking and being

Right Conduct

1. Not indulging in gossip
2. Not speaking ill of others
3. Speaking softly and in moderation
4. Speaking politely and sweetly
5. Knowing the value of saving/not wasting (money, energy, food, time)
6. Helping others
7. Good behaviour
8. Understanding the dangers of harmful habits
9. Not taking advantage of others
10. Self-sacrifice
11. Personal hygiene
12. General cleanliness
13. Self-confidence
14. Good nutrition
15. Punctuality
16. Teamwork
17. Friendliness
18. Justice
19. Doing one's duty
20. Respect for others
21. Obedience
22. Consideration for the feelings and needs of others
23. Patriotism
24. Humility
25. Responsibility

Peace

1. Correct rhythmic breathing
2. Stillness (inner and outer)
3. Good health
4. Thinking before you speak
5. Promoting good habits
6. Controlling anger
7. Controlling greed
8. Being aware of self-deception
9. Contentment
10. Patience
11. Silent Thinking
12. Concentration

Love

1. Sympathy
2. Friendship

3. Love for humanity
4. Sincerity
5. Kindness
6. Forgiveness
7. Dedication
8. Concern for others

Non-violence

1. Compassion
2. Good manners
3. Friendliness
4. Not hurting others (people, animals, plants)
5. Being ready to help others
6. Unity
7. Ceiling on desires
8. Not speaking harmful words
9. Being a good citizen
10. Sense of social service
11. Appreciate when others are successful
12. Appreciation of other cultures
13. Conservation
14. Looking after public property
15. Concern for the environment

Ages 13-15 years

Truth

1. What is Truth?
2. Work with enthusiasm and sincerity
3. Search for truth within ourselves
4. Discrimination between what is real and unreal
5. Self-analysis
6. Discrimination between what is right and wrong
7. Respect for all cultures, ways of thinking and being

Right Conduct

1. Working with responsibility and discipline
2. Working with sincerity
3. Doing one's duty to the best of one's ability
4. Only doing honest work
5. Proper use of free time
6. Proper use of money
7. Ceiling on desires (food and energy as well as money)
8. Abstaining from addiction
9. Courtesy
10. Initiative

11. Speaking politely
12. Social service
13. Social responsibility
14. Selfless service
15. Responsibility of a citizen
16. How to be a good leader and a good follower
17. Justice
18. Speaking only what is true, good and necessary

Peace

1. Simplicity
2. Ceiling on desires
3. Self-confidence
4. Devotion
5. Love for peace
6. Sacrifice
7. Self-respect
8. Introspection (think deeply)
9. Equanimity
10. Controlling greed
11. Controlling anger
12. Being aware of self-deception
13. Purity
14. Optimism
15. Positive thinking
16. Self-control
17. Humility
18. Tolerance
19. Concentration
20. Using silent thinking as a tool for various purposes

Love

1. Sincerity
2. Generosity
3. Forgiveness
4. Sympathy and empathy
5. Selfless service
6. Good relationship with others
7. Dedication
8. Humanism
9. Willingness to serve others
10. Love for all living beings

Non-violence

1. Courtesy
2. Concern for others

3. Consideration
4. Respect for all religions and different cultures
5. Universal love
6. Not doing harm to any living thing
7. Conservation
8. Respect for public property
9. Good citizenship
10. Social justice
11. Equality
12. Unity
13. Ceiling on desires
14. Human rights
15. Social service
16. Brotherhood of man
17. Environment conservation

Appendix 2: Ideas for “Everybody has a special strength”

Everybody has a special strength/gift that can make their life meaningful

Academic	Creative – making things	Technology (eg computers)
Music/singing	Painting/drawing/artistic things	Fixing things (eg machines)
Dancing	Writing stories/poems	Inventing
Sport	Calmness in face of difficulty	Solving daily life problems
Kindness	Patience	Brave in face of difficulty
Smiling	Reading	Adventurous
Making people laugh	Languages	Selling/marketing things
Listening to others	Good to be around	Conflict resolution/ helping people to solve their arguments or disagreements
Telling stories	Always keeps promises	
Compassionate heart	Public speaking	
Making others happy even if you are unhappy	Acting	
Generous and sharing – giving things to the needy	Organizing	

Some examples of how some of these strengths/gifts can be used to help others

Good at	Could help by
Smiling	Have a smile campaign to try to get everyone in the school smiling from the heart
Compassionate heart	Invite someone who is lonely or left out to join your activities
Reading	Read stories to a lonely old person whose eyesight is not good
Languages	Help somebody with English or Putonghua
Selling/marketing	Have a “values campaign” to sell the idea of doing good values activities to your junior schoolmates

Appendix 3: Some values quotations

BALANCE:

What is the use of acquiring any amount of knowledge available in the world, if one does not have character? This is the reason for the loss of balance in the case of modern people in general and the educated people in particular. If you lose your balance when riding a bicycle, you are liable to meet with accidents. Similarly if there is a lack of balance between knowledge and character in your life's journey you are surely exposing yourself to serious accidents.

CHARACTER:

A small piece of fertile land is more valuable than a large piece of barren land; so also character is much more valuable and essential than scholarship.

HUMAN VALUES

Truth, Right Conduct, Peace and Love are inter-related. If a bulb is to shed light it has to be connected to a switch by a wire and current should flow in the wire. Truth is the current. Right Conduct is the wire. Peace is the bulb. Love is the light. When the current of Truth is connected to the wire of Right Conduct and enters the bulb of Peace, you have the light of Love.

Human values cannot be practised by studying books or listening to lectures. They have to be cultivated by individual effort. Students! True education consists of sanctifying everything you utter and every thought and action of yours. Humility is the bed-rock. Cultivate humility as the first step.

You should only be people whose hearts speak for them. There is no use for words divorced from the heart. You must put human values into practice and prepare yourselves to play your role in any sphere of life in a spirit of universal love and compassion.

A society without values will cease to be human. The more human values are cherished, the better will be the growth of society, the nation and the world.

Truth.

Speak the Truth, but speak pleasantly. If speaking the Truth will cause pain or grief, keep silent. Don't have hypocrisy or crookedness in your speech. Both unpleasant Truth and pleasant untruth have to be avoided.

“Utter the Truth. Say what is pleasing. Never tell what is Truthful but unpleasant.” This means that you should not speak an untruth because it may be pleasing to anyone. Nor should you speak out the Truth when it is likely to hurt a person’s feelings. Every person should speak the Truth, but it should be Truth that is pleasing. When you see a blind man, you know that he is blind. This is true. But because it is true, because you hail him as, “Oh blind man”, you will be causing him pain. As soon as he hears the word “blind” he feels distressed. No doubt what was said was true, but it distressed the hearer. Likewise, on seeing a lame man, if you accost him as, “Oh lame man!” you will be causing him pain. In the name of Truth, one should not utter words which cause pain to others.

Truth is something that is not modified by time or space or attribute. It must be the same forever, unaffected and unchanged; then alone is it Truth. It should not be proved false by some subsequent event or knowledge.

It is much easier to speak the Truth and be done with it. What you have seen or heard or done, speak about these just as you saw or heard or did!

Some people raise the question, “How can we make a living if we adhere to Truth?” Well, you cannot escape death, whatever way you spend your days. It is far better to die adhering to Truth than to die sliding into falsehood. Falsehood looks easy and profitable, but it binds you and pushes you.

The experience of Truth alone can foster Love, for Truth is so all-embracing and integrating that it sees no distinction. Truth is the current and Love is the bulb it has to illumine. Through Truth you can experience Love; through Love you can visualize Truth.

To search for Truth is needless. Truth is in every place at all times. One must live Truth, not search for it.

What the mind (*head*) thinks should be examined critically by the *heart* and the right decision should be carried out by the *hand*.

Truth does not mean merely telling the facts as one sees or knows them. Truth is that which does not change with time. It must be spoken with complete purity of mind, speech and body.

Act, act with all your might and with all your mind; make full use of the skills, capacity, courage and confidence that you are endowed with.

Do not seek to listen to vile and vicious stories. This tendency reveals a diseased mind. What is heard is imprinted, like a carbon copy, through the ear, on the heart. We are injuring ourselves through indulgence in this bad habit.

Peace

Peace is the most priceless possession of human beings. It is the sign of a virtuous character, a willingness to serve, a calm spirit, an awareness of the evanescence of material wealth, of the cool agitationless lake of joy in the heart.

The mind is ever in quest of peace, without which there is no happiness. From times immemorial people have been engaged in striving for peace. But peace has eluded them because they have pursued wrong paths for achieving it. In seeking their individual happiness and pleasure, they have not hesitated to destroy the peace and pleasure of others. In the process, both the individual and society have lost peace and happiness.

You must have the skill to swim across the waves of joy and grief, of pain and profit. You must be a master of the art of being fully at ease, perfectly calm and unaffected, whatever may happen to the body or senses or mind.

Peace cannot prevail in the individual and society until we believe in the unity of mankind, in spite of the apparent differences.

What is the reason for the lack of peace in the world today? It is because there is no harmony in thought, word and deed in the lives of people. Peace must begin in the family, in the home. When there is understanding and harmony in the family, peace will spread to the community and from there to the nation and the world. Hence unity is the primary need today. Unity confers joy and peace.

In spite of their precious birth as human beings, people lead lives worse than those of animals. Animals are not consumed by envy. They do not take pride in their possessions. They have no bank balances and have no "monthly salaries". They live happily from moment to moment, content with whatever food and shelter they can get. As humans' knowledge and skill have increased, their moral caliber has declined. People have to discover the secret of the good life. Of what use are wealth and position if one has no peace of mind? A quiet conscience is our brightest jewel. To achieve inner peace, desires have to be subdued. Engage yourselves in service activities with a spirit of dedication. True service consists of helping the poor and the forlorn in society with humility and dedication.

When people think, speak and act along virtuous lines, their conscience will be clean and they will have inner peace. Knowledge is power, it is said, but virtue is peace.

Would I rather be at peace than be acknowledged as right in a dispute? Win the just, fair treatment I deserve? Have status, approval, admiration? Possess any object or relationship? I can have these as well as peace, but I will never be happy if I prefer them instead of peace.

Not being content with what we have and lamenting over what we do not have, people forfeit peace of mind.

People are perpetually engaged in the search for peace. Peace has to be established first within one's self. Then it has to be extended to the family. From the family, it has to spread to the village, the province and the nation. What is happening today is the reverse of this process. Conflict and disorder are spreading from the individual to the family and right up to the nation. You must become messengers of peace. You have to begin with yourselves. You can get peace only through service. When one is busy at work, there will be no room for bad thoughts in the mind. Then there is peace of mind. A peaceful mind is the abode of love.

Love

Love is the most important element in everything. Through Love alone you can unify the world. It is the absence of Love that is the cause of hatred. It is this hatred that is undermining human nature. Despite the fact that it is difficult to nourish hatred, while it is quite easy to foster Love, people are engaged in doing what is difficult.

Love all beings, that is enough. Love with no expectation of return. Love because your very nature is Love. When others are happy, be happy likewise. When others are in misery, try to alleviate their lot to the best of your ability. Practise Love through selfless service.

Love is to be experienced in the depths of peace. Love should find expression in non-violence. Where Love prevails, there is no room for doing harm or violence to others. All these basic values have to be demonstrated in action and not limited to preaching.

Love and Truth cannot be taught by teachers or learned from books. They can be acquired only by living them in life. We must endeavour to Love all. Love all, serve all. Hating everyone, feeling jealous of everyone – if you want to experience peace, how can you have it? Only if there is water in the tank can you get water in the tap. If the tank is dry, how can you draw water from the tap? If you fill the tank of your heart with Love, you can have Love towards everyone and receive Love from everyone.

Love is your true nature. But modern people, in their preoccupation with the world of external things, are failing to discover their own true nature. Love is the basis for this self-discovery.

Understanding: Always try to put yourself in the position of the other, and judge your action against that background. Then you will not be wrong.

Love grows through service.

Love is inherent in people, but like a seed that has to be nourished with manure and water, Love in people has to be fostered by dedicated service. Love is like nectar – a person who has tasted the sweetness of Love will not desire anything else in the world. Life must become a constant manifestation of Love. Today love is manifested in a constricted, selfish manner. It needs to be expressed in service to society. It has to be offered to others and shared with them. Thereby Love becomes a reciprocal, ever-widening experience.

Love more and more people. Love them more and more intensely. Transform the Love into service.

Our purity is manifest when human relations are based on heart to heart and Love to Love. Love has the form of a triangle, with three arms. Love does not seek any return. Where an individual offers love in expectation of a return, fear overtakes them. The one who loves with no expectation of any return is totally free from fear. Love knows only to give, not to receive. Such a Love is free from fear. For true Love, Love is its own reward. Thus Love seeks no return, is free from fear and is its own reward. These are the basic features of True Love. Love today is based on desire for a return benefit. It is filled with fear and anxiety. Thus love is motivated. When love is based on the desire for transient and perishable objects, life will be futile. Love must be its own reward.

The weapon of Love disarms every opponent. Love begets Love. It will be reflected back, it will have only Love as a reaction. Shout “Love”, the echo from the other person’s heart will also be “Love”.

Start the day with Love, spend the day with Love, fill the day with Love, end the day with Love.

What should be pure Love has been polluted today by all kinds of attachments. Pollution today is all-pervading and has spread to the hearts of people. Purity has become scarce.

Love, when you cultivate it, will remove the weeds of anger and of malice. It will blossom into peace and calm.

If you want happiness and if you want peace, you must give Love. Only through Love will you find true happiness. Only through Love will you find inner peace. Therefore, develop your Love, live in Love. Love lives by giving and forgiving.

Illumine the world with the light of your love. Today the world is devoid of Love. There is a hatred between person and person. The world today has to be redeemed through Love.

Unity

When one sees all creatures in oneself, and the peace which protects one against the onslaughts of failures, the peace in which one is unruffled by loss and dishonour, the peace that does not perturb one's mind with anger, hatred, jealousy, conceit and lower passions, the peace which makes one feel tranquil, unconcerned and unattached under all circumstances and with all human natures. Know that you are the embodiment of that peace.

When the attitude of unity of existence resides in the heart, there is a spontaneous oozing out of Love to all beings, both animate and inanimate.

The people of the entire world are really one single family and the world is really one home. The different countries are the rooms in the home called the world.

You have to develop the consciousness that you belong to one and the same human family. There should be no feeling of separatism on the basis of language, caste or creed. If you have not understood the greatness of your country and have no regard for upholding its stature and honour, of what worth is your education?

Service

We all live by giving mutual service and no one can be considered superior to another. Every person should render service according to their capacity and the activities they are involved in. There are various limbs in the human body. But the hands cannot do what the legs are capable of, and the eyes cannot perform the duty of the ears. What the ears can do the eyes cannot. Likewise among human beings there are differences. Their capacities and aptitudes may vary. But each should take part in service activity according to their ability, equipment and field of work.

Whatever small service we may do, if we do it in the right spirit, serving with no thought of self, we shall be doing something commendable and worthwhile. An act of service by itself may be a small thing. But it must be done wholeheartedly. Just as a cow transforms whatever it may consume into sweet, wholesome milk, any kind of service done with a pure heart will result in great good. You should not have any desire to get something back when you give service. "This is my duty. I am born to serve: - it is with such an attitude that you should take to service.

The first lesson in service has to be learnt in the family circle itself. Father, mother, brother, sisters – in this limited group, which is well knit, one must engage in loving service and prepare for the wider service that awaits outside the home. The character of each individual member determines the peace and prosperity of the family; the character of each family is the basic factor that decides the happiness and joy of the community. And the nation's progress is based on the strength and happiness of the communities which are its components. So for the welfare of the country and of the entire world, the spirit

of service, enthusiasm, constructive imagination, pure motivation and unselfish alertness are all urgently needed.

Those who wish to serve society in the true spirit and experience the joy therefrom should go into society with dedication. They should undertake service activities according to their capacity and competence and should not over-stretch themselves.

There is none poorer than the people who will not use their money for good purposes.

If your minds are filled with hatred, envy and likes and dislikes, you are not qualified to embark on service activities.

Selfless service is the fragrant flower of love. It is not to be performed for the satisfaction of the person giving the service. We should regard selfless service as the reason for which we are given life. This feeling should flow through our very nerves and bloodstream and permeate every cell of our bodies.

Selfless service is the most satisfying and most pleasurable activity. It springs out of Love and it scatters love in profusion. It plants a seed on stone and is delighted to see it sprout. Plant it with Love and the seed will discover Love inside the stone and draw sustenance from it.

There should be no feeling of condescension in giving service. Regard yourself as a devoted servant ready to do any task.

We should have the feeling that whatever joy or sorrow others experience is equally ours. Only then can we give service, giving joy to others.

Fill your heart with love and involve yourself in service. The human being who cannot give service to others is no human being at all.

We can only truly understand human life in the context of harmony and co-operation. For this to happen we need to engage ourselves in service to society.

It is a call and a challenge for you to provide comfort and consolation to those in need; to seek out ways and means to increase the ways in which you can help others and contribute to their joy.

Love and service are like two wings for us. If we use these we can reach the goal of happiness and living a true life. If we continue to do unselfish work for the good of others it will purify our minds.

We should be prepared to serve others rather than choose to be served by them. Moreover, there is nothing special in serving those who are high above us, or even those who are in the same position as ourselves. Service should be given to those who are worse off than ourselves and who are neglected by the world.

Rendering service selflessly with a compassionate heart is alone true service. We are bound to achieve peace if we serve in a friendly way. This is the Truth. This is the Truth.

Giving service to others is really giving service to ourselves.

Service brings out all that is great in human beings. It broadens the heart and widens our perspective on life. It fills us with joy. It promotes unity. It drives out our bad qualities. It is only when we are giving service that we can really experience inner peace. We are born to serve, not to dominate. Everyone in the world is a servant and not a master. All relationships – husband and wife, mother and child, employer and employee – are based on mutual service. The world is progressing because of such mutual service. If the principle of service did not operate the world would come to a halt.

The body has to be used for service to others. More happiness can be got from serving others than from merely serving ourselves.

Our fulfillment comes from serving others, without any thought of return, in an attitude of selflessness. Service given in this spirit sheds light in the dark interior of human beings, it widens the heart. It purifies our impulses and brings us lasting happiness.

We must be prepared to serve as servants, for our whole lives. Never think of being a leader – without becoming a servant you cannot become a leader. We must first learn to become followers before we can become leaders. In the first instance we should give service in our own home, then in our community, then in our state and then the country.

Non-Violence

The trees give shelter to all, irrespective of caste and creed, and proclaim that all people are equal. The plants teach us not to be over fond of the body, and the birds that are content with the food they get for the day tell us not to worry about the morrow. Mother Nature exhorts us to discard attachment to ourselves and our earthly possessions.

The universal law of Nature operates always at all places and at all times. For instance, if we slip we fall to the ground. If a stone is thrown up, it comes down. These are the results of the law of gravitation. Whether it is a millionaire or a pauper, if somebody's foot slips they fall down. This is how the laws of Nature operate, regardless of the person.

Anger cannot be destroyed by anger or cruelty by cruelty. Anger can be subdued only by forbearance, and cruelty can be overcome only by Non-Violence.

Non-Violence involves much more than abstention from injuring living beings. One should desist from causing pain to any living being not only by one's deeds but even by one's words and his thoughts. One should not entertain any idea of hurting another or humiliating another.

Violence and cruelty can be overcome only by Non-Violence.

Non-Violence does not mean, as is commonly understood, not causing harm to others. It really means that one should not cause harm to anyone in thought, word or deed. This is the most important human quality. Only when this has been developed will one be qualified to practise and experience Truth.

Non-violence means avoiding causing harm to anyone by thought, word or deed. Out of selfishness and self-interest, we do not practise this estimable virtue. All evils arise from the sense of "I" and "Mine". This trait can be eliminated only by developing purity in thought, word and deed.

Be a bee drinking the nectar of every flower, not the mosquito drinking blood and spreading disease in return.

Help ever, hurt never. Do not cause harm to anyone. If you can help anyone, do so.

The meaning of Non-Violence is that you should not cause harm to anybody in thought, word or deed.

The sandalwood tree imparts its fragrance even to the axe that fells it.

In the business world and in the context of industrial management, Non-Violence has a wider social meaning than merely avoiding harm to others. The avoidance of pollution of the atmosphere or of natural resources like rivers is one of the ways in which an enterprise can practise Non-Violence. In such ways, a great deal of good can be done by business managers who adhere to the basic human values.

When Love illumines thought, Truth is revealed. When Love motivates action, it is transformed into Right Conduct. When Love saturates feelings, it becomes calm and serene and ensures Peace. When anger, envy, greed and hatred are cast away, Love dawns as understanding and Non-Violence reigns supreme. This is the reason why we are told, "Love your neighbour as yourself".

Anger

Quite a few people worry about this, wondering what is the best way to control anger when it comes on and tries to overwhelm them. The easiest way to control anger is this. The moment you become aware that anger is rising within you, just laugh very loudly. Or go to the bathroom and have a cool bath. You can also

take a glass of cool water and relax in a cool place. The moment anger comes it is most helpful to leave the place where you are and go somewhere else. If with all these measures you still have not been able to control your anger, then stand in front of a mirror and examine your face: after seeing your appearance you will surely feel so much disgust that at once you will be able to control your anger. So there are a number of ways in which you will be able to deal with anger. One other thing you can do whenever anger comes is to inquire into the cause of this anger. Is it justified? Remember that if someone is going to be harmed in the process of your anger, you will be committing a sin, and that cannot possibly be good for you. To undertake all these methods will be quite difficult for an ordinary person, but it is enough to remember not to let your tongue go into action immediately after you get angry, and spill out a torrent of angry words. Take some time to think things over. In a number of ways, anger weakens a person. If you make some effort to control anger when it arises, these efforts will act to strengthen your body and purify your mind.

Even if your anger is justifiable and you are protecting the truth, you will still have to learn how to express the truth in a sweet way, in an acceptable way that will be received by the other person, without hurting him in any way. Therefore, every person must learn to control their anger by developing and saturating their hearts with love.

Anger makes a man insane. It causes loss of wealth, undermines one's reputation, alienates one from his fellow people and leads to the loss of everything. The angry person cannot succeed in any endeavour and will encounter endless troubles. Anger deprives people of wisdom. They lose their worldly knowledge, their sense of discrimination, their powers of judgement and even the knowledge gained from past experience.

Where there is love there can be no anger. If you develop your love, then there will be no room left in your heart for hatred and anger to take root. If you want to conquer anger through love then you have to develop your love in a most magnificent way. Love is always prepared to shower itself freely, and to overlook the defects and weaknesses in others. Love has this extraordinary quality, it lives by giving and forgiving, whereas the little ego-self lives by getting and forgetting. Where there is love there can be no room for selfishness and where there is selfishness there will be no love.

Now, over minor, insignificant things you lose your temper and develop tension. The temper is dangerous; anger can ruin your very life. If you suffer from anger you will not be able to achieve anything worthwhile. You will be looked upon with disgust and derision. You will lose your wealth. All the honours you have enjoyed will be burnt to ashes. Your anger will even separate you from those who are closest to you.

Anger is another enemy of good health. It injects poison into the blood-stream and brings about profound transformation that damages it.

Selfishness and Unselfishness

The only reward one must look forward to is the victory over selfishness achieved by the development of detachment. Selfish desire to gain for oneself the gains of actions breeds pride, greed and hatred.

We are witnessing today the unchecked growth of selfishness all round. This evil has struck deep roots, growing from generation to generation. There must be a total eradication of this selfishness. Real peace can be secured only by renunciation and sacrifice. There is a supreme joy in giving. In renunciation lies the elimination of fear. As long as desires remain, fear and insecurity will dog us. Inquire into the joy that is to be derived from sacrifice and the grief that is the ultimate outcome of sensuous pleasures.

People are becoming increasingly selfish and self-centred. How can such ego-centric persons derive happiness from society or contribute to the happiness of society? Immersed entirely in selfish concerns, people have no regard for the interests of others. Every step is governed by self-interest. In whatever we see, say, or do, self-interest alone is dominant. This kind of selfishness should be totally eliminated.

As long as you are clouded over with this possessive attitude, thinking only of yourself, your family, your people, your things, you can be certain that sooner or later you will be cast into sorrow. You must travel from the stage of identifying yourself with "I" and "mine" to the higher stage where you constantly identify yourself with "we" and "ours". From selfishness we must gradually travel to selflessness.

People are engaged in talking ill of others. They indulge in carping criticism. They are filled with envy. They gloat over trivial achievements. They speak one thing and act in a contrary way. This type of behaviour dehumanizes them. There should be unity in thought, word and deed.

There are two impurities within people which have to be cast out: selfishness and conceit. But that is not enough. Pure qualities like Love, Forbearance and Compassion have to be imbibed.

From sunrise to sunset, people today are steeped in selfish pursuits. All the ills affecting people today stem from this selfishness. To be concerned about one's self-interest is understandable. But, as the saying goes, nothing great can be achieved without observing appropriate restraints and limits. There must be a clear limit to selfishness.

Let no one be proud about their beauty, strength and youth. The ravages of old age are ahead and will overwhelm us. Even while you feel puffed up about your strength and energy as a youth, age creeps up on you irrevocably. With the body bent, wrinkles on the face and bleared eyes, the old person becomes the butt of jokes for juveniles. What is lasting in all this? Everything is subject to

change and decay in this world. Whether it be physical objects or individuals, all are transient and impermanent. Nothing is lasting. Only your purity is permanent. Purity is our essential nature. But if we lead a polluted life, we are degrading ourselves.

There is self-interest in seeking one's own salvation. Only the man who regards the happiness of others as his own happiness is a truly selfless person.

Trees produce fruits for the enjoyment of others. Rivers carry water to meet the needs of others. They don't consume the water they carry. All their water is offered for the benefit of the world. In a spirit of helpfulness, cows offer their milk to the people. They do not consume their milk. However, we, forgetting that we have been endowed with bodies for rendering help to others, are immersed in selfish concerns and pursue narrow ends. People today do not exhibit even a thousandth part of the spirit of selfless help to others shown by trees, rivers or cows.

Happiness

If you wish to enjoy enduring happiness you have to fill your mind with pure thoughts and entertain fine feelings in your heart. Through good thoughts and good kindly actions, the heart gets pure. In the journey of life the body is like a cart and the heart is like a horse. The heart has to be fed with good food in the form of good company, right action and good thoughts.

The past is dead. The future is imaginary. Happiness can only be in the ever-present now.

The secret of happiness is not in doing what one likes to do, but in liking what one has to do.

Happiness will come of its own accord as a result of one's good deeds.

We derive all the joy and peace that we need from within ourselves and not from sources outside ourselves.

Self-Confidence

You should develop self-confidence and with that you will get self-satisfaction. Once you acquire self-satisfaction you will be able to show self-sacrifice and this will result in self-realisation. Self-realisation thus ultimately depends on the base of self-confidence.

Self-Acceptance

The snow goose need not bathe to make itself white. Neither need you do anything but be your self.

Self-Control

There are five sense organs and five organs of action besides the mind. Once the sense organs are controlled it is easy to control the organs of action. Sense control makes us masters of our minds and our sense and action organs instead of being their slave. Then we can transcend our animal nature and go forward. Inquiry is the process of discriminating between right and wrong, good and evil, the transient and the eternal. At the stage of contentment we must learn to be happy with what we have and what we get. When we are satisfied with what we have we can be happy. When we desire for more we get discontented and miserable. The fourth gate to be passed is the company of good people. Young people today are in great need of good company. By associating with people who use bad language, indulge in bad deeds, young people take to bad ways. Students should avoid totally bad company of every kind. Once these four gates are passed – sense control, discrimination, contentment and keeping good company – the road is clear. Our entire life gets transformed.

Ceiling on Desires

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

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

Today we appear to relish only pleasures derived from the senses. Every person is filled with various desires. As we grow we become headstrong. We fail to realize the true purpose of education. We develop ambitions to become great

scholars, singers, actors or businesspeople. We are caught up in a bewildering maze of desires. As a result we become slaves to our impure desires and forget our true human worth. While birds and animals are content to live on what they can get, humans alone have insatiable desires and are filled with greed. There should be a limit to one's acquisitiveness and desires. It is not necessary to give up everything but excess of anything is harmful and should be avoided.

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

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

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

Senses

See no evil, see only what is good,
Hear no evil, hear only what is good,
Think no evil, think only what is good,
Talk no evil, talk only what is good,
Do no evil, do only what is good.

In the use of the sense organs, there must be due regard for moderation and purity. This applies to food as well as to other things which you may take in.

You must learn to master your senses, instead of being enslaved by them. Your mind, reasoning faculty, passions and emotions must be the tools you handle and not the instruments that handle you.

Time

At any moment I could choose to be a better person. Which moment should I choose?

Money

Together with the growth of one's wealth, one's spirit of sacrifice should grow commensurately. Increase in wealth should bring about an increase in generosity. These days wealth increases but not magnanimity.

People in the world today are taking to evil ways and cherishing evil thoughts the like of which have never before prevailed. People are consumed by a limitless passion for wealth and power. No doubt money is necessary for meeting one's daily needs. But even here there should be a limit. The vast ocean, when it swells beyond its bounds, causes disaster. Wealth is essential but within limits. When there is excessive wealth, many dangers ensue. With excessive wealth people turn arrogant and lose their sense of discrimination between right and wrong.

Do not misuse money. By doing so, you will only become a slave to bad qualities, bad ideas and bad habits. Use your money for good deeds.

Today, when our riches increase we become increasingly miserly. As a result, we forget our true nature. When money earned by honest means does not always confer happiness, how can you get happiness through money earned by dishonest means? Hence, it should be realised that excessive wealth can never confer peace or happiness. When you have large wealth, offer it for good causes to help others. Thereby you will derive satisfaction.

Silence

Be silent yourself, that will induce silence in others. Do not fall into the habit of shouting, talking long and loud. Carry with you an atmosphere of quiet contemplation, wherever you happen to be. There are some who live in a perpetual hullabaloo, in a tornado of noise. Whether they are in an exhibition or in a fair or in a hotel, they wag their tongues and will not stop.

One of the principles of straight living is the practice of silence. Soft, sweet speech is the expression of genuine love. Love sings lullabies. It soothes. It applies balm.

Why is silence said to be golden? The silent people have no enemies, though they may not have friends. They have the leisure and the chance to dive within themselves and examine their own faults and failings. They have no more inclination to seek them in others

Appendix 4: Values Auction Bill of Sale

1. A starring role in a movie
2. \$50 000 for any charity you choose
3. Somebody to do your homework for one year
4. A contract to play professionally on a sports team of your choice
5. A maid to keep your room clear for one year
6. World peace for a minimum of one year
7. Unlimited credit card for 10 years for any bookstore
8. A big house with furniture anywhere in the world
9. A recording contract for 2 years
10. A nutrition pill that will eliminate world starvation
11. A new defence weapon guaranteed to prevent nuclear attacks
12. A holiday for 6 weeks for your and forty guests, anywhere
13. A good job with a minimum salary of \$50 000 a year, for life
14. A complete library for the school or city of your choice
15. Free medical treatment for 10 years for 20 people of your choice
16. Foster homes for 75 abused children
17. \$2000 worth of food per month for one year
18. Unlimited credit card for one year for any sporting goods shop
19. Three new cars of your choice
20. A national drug abuse programme with free treatments for everyone
21. A complete wardrobe of new clothes each year for 10 years
22. Tickets for 8 people to 3 concerts of your choice
23. A cure for AIDS
24. Winning a beauty contest (e.g. Miss World/ Mr. Universe)
25. One day with any famous person of your choice
26. Top marks in all your school subjects
27. Lifetime beauty treatments
28. Tickets for any sporting event, anywhere in the world, for 8 people
29. Lifelong happiness for 10 people of your choice
30. A cure for human greed