

SSEHV POSTERS

Support Materials:
Ideas for Using the Posters in
Assemblies or Class - Teacher
Periods

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Introduction

This set of ideas is intended to accompany the set of Education in Human Values posters published by the Institute of Sathya Sai Education of Hong Kong. The idea is that principals and teachers may wish to use one or all of these posters as a basis for a whole-school focus on a particular values-related concept. It is suggested that the relevant poster can be displayed in a prominent place in the school or that multiple copies can be made for display in classrooms.

The ideas presented here are only meant as starting points – we expect that principals and teachers will have their own creative ideas to add.

The posters can either be used to introduce an idea that can be followed up in class-teacher time or integrated into curriculum subjects – or alternatively preparation can be done before the assembly and the poster can be used as a way to showcase the work that some or all of the children in the school have already done.

Why assemblies?

Quite often the only opportunities that schools may have to promote values education is in assemblies or class-teacher periods. The purpose of the materials and ideas provided in this package is to enable the staff leading assemblies or the class teachers to make optimum use of this time.

For those teachers fortunate enough to have the time and flexibility to carry the ideas over into their classrooms, we have included some suggestions for further activities. In some cases, these activities can be done before the assembly and presented by students as part of the focus on the poster.

There are several reasons why we suggest the school assembly as a place to introduce different aspects of education in human values:

- Ease of communication – it is an efficient way to reach several classes or the whole school at one time; it is easier to address an assembly on the one issue than to go around a lot of classes
- Showcasing – it creates an opportunity to celebrate children's achievements in the area of these values. For example, sometimes we can plan ahead and get children to do some artwork or a roleplay related to the poster, to present in the assembly
- Educational – it provides an opportunity to introduce key concepts and ideas that can be followed up in class.
- Sharing skills – it creates an opportunity to utilise and share staff skills, for example one teacher may lead a song, another may read a story
- A chance to present some new ideas to teachers, to give teachers ideas they can follow up in their classrooms.

- Recognition/valuing children's special achievements and special events in their lives
- A chance to stimulate community service

Different formats of assemblies:

- Weekly longer assembly with focus on the value/s addressed in the poster
- Daily after-lunch assembly (5-10 minutes) to settle the children before they go back into the class – use as an opportunity to reinforce the same value/s – teachers also follow up the reinforcement whenever they get the opportunity

Key strategies:

Key points to make in relation to the poster

For each poster we have begun with an outline of the key points to be made in relation to it. The purpose of this is to help the teacher to understand the philosophy/rationale underlying the poster. One of the features of this section is the inclusion of relevant **quotations/sayings**, most of which (unless otherwise acknowledged) have come from Sathya Sai Baba, the founder of SSEHV, extracted from various sources that are too numerous to reference. These quotations can be used in many different ways, including posting them around the school or in classrooms, and using them as a basis for classroom discussions, class meetings etc.

Songs

Children can share songs with their families.

Singing is especially important for young children – developmentally appropriate for developing their musical intelligence. In some cases the posters have been linked to one or more of the values songs on the accompanying CDs. These songs have been composed and recorded in two schools, the Sathya Sai School of Thailand and Exeter Primary School, Tasmania, Australia.

Suggestion for a basic song:

Peace, peace, peace
Peace on Earth,
Peace, peace, peace,
For all the Universe

[Children and teachers can insert their own words including: Love, Truth, Joy, Help, Giving, Trying. The song could be used as a reward or incentive in the classroom, with the appropriate word/s inserted.]

Story-telling

Story-telling is a tool that has been used in most cultures to hand down moral teachings from generation to generation. Often we remember more from a story than from any other form of moralising.

Silent Sitting

Silent sitting is one of the most valuable tools of SSEHV. We have a great deal of documented evidence from around the world to show that regular use of silent sitting brings about major improvements in students' behaviour, concentration, well-being and even academic results. For examples of this documentation, please refer to our website www.ssehv.org. We strongly recommend that the silent sitting activities become an integral part of every assembly or class-teacher period.

Community Service/Selfless Service/Ceiling on Desires

A key component of SSEHV is to expose students to the joy and fulfilment that can be derived from giving selfless service to others, without any expectation of return or reward. We have suggested ways in which service can be linked to the posters. We have also suggested opportunities to encourage students to participate in Ceiling on Desires, that is to place limits on things and activities that they "desire" rather than "need" and to make good use of the time or money that is subsequently saved to do something worthwhile for themselves or others.

Class meetings

Teacher presents a problem. Each child in the class suggests strategies. |No comments are made on any of their suggestions until every child who wishes to do so has made a suggestion.

Each suggestion is evaluated from the heart point of view – ie with the aim of encouraging children to use the heart/conscience as a filter.

Example:

Problem: Somebody is being bullied.

Children's ideas might include:

- Hit back
- Tell somebody in authority
- Ask if they want to join in and play with us
- Run away and hide
- Get your big brother to hit him back

- Hide behind a tree and throw stones at them
- Pretend to be sick
- Share something with the bully
- Use the “I feel...” message.
- Invite the bully to play with you at your house/come to your birthday party

Use the silent sitting to tune into their own hearts and decide which solution/s would be the best.

Evaluation questions:

- Do you think that would really help you? the bully? all concerned?
- Does it feel right in your heart to do this?
- What would happen if?
- Which class/school rules does this idea fit/break?

Some other scenarios:

Somebody in the class smells badly. How can you deal with it?

- Your classmate is spreading gossip about another classmate. Should you join in?
- You notice your friend cheating in a test.
- You see your friend stealing something from a shop.
- You see a group of your classmates being cruel to a dog, chasing it up and down the playground.
- You are given a birthday present you don't like.
- You go to a friend's place for a meal and they give you food that you don't like.
- You are the captain of the football team. There is a boy in your class who has Down's Syndrome. If you include him in the team you will lose the next match but you know that he badly wants to play. Should you choose him for your team?
- You want to buy a dress for a party. The one you like is [very expensive] but there is another one you like equally for [much lower price]. Would you buy the expensive one so your friends can see you wearing the expensive dress, or would you buy the cheaper one so as not to waste the money?

Follow-up activities

Recognition and awards to students who have made good use of the value/s

One suggestion for an activity to encourage a whole-school community focus on values inherent in a poster is to make copies of this certificate and award it to students who have been observed to make good use of the relevant values in their daily lives.

Things to do to inform parents and involve them

If education in human values is to have a long-lasting effect, it is important to engage the whole school community, including parents and guardians. For this reason we have suggested some actions that can be taken to involve parents and guardians in the activities that are happening in the school.

Teacher modelling/integration throughout the day

If students are to see the importance and relevance of applying good values to their daily lives, it is critically important that they see their teachers modelling these values. Throughout the materials we have included reminders to teachers of the importance of doing this.

Wherever possible, also link the idea of the poster to the school rules

An Overview of the Key Values and Ideas in the Posters

	POSTER	KEY VALUES	KEY IDEAS	LINKING POSTERS
1.	A Successful Student	Right conduct	<p>Success in life is not just academic, it is about developing your character.</p> <p>Everyone has different talents.</p> <p>Use your talents to benefit yourself and the community.</p> <p>Everyone makes mistakes – respect everyone for their talents and use the mistakes as a way to grow into a better person.</p>	<p>Qualities Within Us</p> <p>Harmony of Head, Heart and Hands</p> <p>Respect Yourself and Others</p> <p>Be a Pedestrian</p> <p>Be a Traffic Light</p> <p>Inner Computer</p> <p>Qualities of a Leader</p> <p>Love All, Serve All</p>
2.	Share Peace and Love (One Lamp Can Light Many Candles)	Love Peace	<p>Even though we think we might not have an impact on the world we can see how we can all make a difference.</p> <p>Starting with ourselves and passing love and peace even if only to two others has implications for the whole world.</p>	<p>Smile</p> <p>Help Ever Hurt Never</p> <p>Love All, Serve All</p>

3.	Smile	Love Right Conduct Peace	<p>Optimism/resilience/positive thinking.</p> <p>All people can smile.</p> <p>A smile is contagious and free – especially if it is from the heart and not just from the face.</p> <p>It is natural to have worries but we can choose to be happy.</p> <p>Being optimistic can change how we feel and how others feel.</p>	<p>Share Peace and Love</p> <p>Qualities Within Us</p> <p>Be a Pedestrian Light</p> <p>Love All, Serve All</p>
4.	Qualities Within Us	Non-violence	<p>Taking responsibility for our own lives</p> <p>Recognising our unique qualities</p> <p>Nurturing our good qualities</p> <p>Friendship</p> <p>Becoming who we really are</p>	<p>A Successful Student</p> <p>Smile</p> <p>What Makes a Good Leader</p> <p>Love All, Serve All</p>
5.	Your Inner Computer	Peace Right Conduct	<p>We can rely on our own inner strength to solve our problems rather than becoming over-dependent on others.</p> <p>Silent sitting is a tool for calming inner chatter.</p> <p>Self confidence / healthy living / mindfulness</p>	<p>Good Health</p> <p>Share Peace and Love</p> <p>Harmony of Head, Heart and Hands</p>

6.	Take a Lesson From the Sun (Love All, Serve All)	Love Right Conduct	Nature gives to everyone regardless of the colour of their skin or whether they are rich or poor. In the eyes of Nature we are all of equal value, and we need also to regard everyone as being of equal value. By serving others we are developing values in ourselves.	Share Peace and Love Help Ever, Hurt Never Qualities Within Us A Successful Student Harmony of Head, Heart and Hands Caste of Humanity
7.	Harmony of Head, Heart and Hands	Right conduct Love	Conscience Ceiling on desires Dealing with teasing, making mistakes, anger Reflecting on actions Thinking before acting	Share Peace and Love A Successful Student Your Inner Computer Qualities Within Us Be a Traffic Light
8.	Be a Traffic Light	Right Conduct Truth Love	Whenever we speak it is important first to examine in our consciences whether it is true, necessary and said with love. Listening and speaking are key communication skills so we need to know how to do both in a thoughtful way. It is more important to be truthful or to say nothing rather than to lie.	Be a Pedestrian Light Harmony of Head, Heart and Hands

9.	Do Not Waste	Non-violence Right conduct	What we need in order to live Distinguishing between needs and wants Using resources effectively Ceiling on desires	Save Our Earth Qualities Within Us Good Health Caste of Humanity Love All, Serve All
10.	The Caste of Humanity	Love Peace	Self interest versus the human family Love and harmony We may look different on the outside but inside we are all basically the same. Appreciating different cultures Empathy Service	Help Ever, Hurt Never Share Peace and Love Qualities Within Us Culture and Harmony Through Music Love All, Serve All
11.	What Makes a Leader?	Right conduct Love	Leading by example Characteristics of leaders Responsibilities of leadership Being a <u>good</u> leader	Qualities Within Us A Successful Student Help Ever, Hurt Never Love All, Serve All

12.	Help Ever, Hurt Never	Non-violence Love	Co-operation: Working in unity gives us more strength than working alone. Selfless service Using our special strengths to benefit ourselves and others. We all make mistakes sometimes but we can use them as a way to learn and grow	What Makes a Leader? Qualities Within Us Share Peace and Love Smile Harmony of Head, Heart and Hands Good Health Be a Traffic Light Be a Pedestrian Light Love All, Serve All
13.	Be a Pedestrian Light	Right Conduct Non-violence Love	Transforming our weaknesses by developing our good qualities To change the state of the world we have to start by changing the state of the individual. It is essential for students to be exposed to good modelling of appropriate values. Appreciating ourselves and others	Help Ever, Hurt Never Qualities Within Us Share Peace and Love Smile Harmony of Head, Heart and Hands Good Health Be a Traffic Light
14.	Culture and Harmony Through Music	Love Peace	Love and harmony The power of music to heal and to bring out inner harmony Appreciating different	Caste of Humanity Qualities Within Us

		Non- violence	cultures Humans have musical intelligence and music is a key teaching strategy.	Love All, Serve All
15.	Good Health	Right Conduct Love Peace	Good health means physical, mental emotional and spiritual. We need to take responsibility for our own health. We can contribute to changing the world by changing our own health. Our thoughts are very powerful so we need to think positively.	Be a Pedestrian Light What Makes a Good Leader? Help Ever, Hurt Never Smile Love All, Serve All Inner Computer A Successful Student Qualities Within Us
16.	Save Our Earth	Right Conduct Peace Love Non-violence	The Earth has reached crisis point. Nature has given us some precious gifts that we need to appreciate and look after. Everyone needs to work together to reverse the damage that has been done by the human race. We can lot about ourselves from Nature.	Caste of Humanity Do Not Waste Share Peace and Love Good Health

17.	Respect Yourself and Others	Right Conduct Peace Love Non-violence Truth	This poster links to many of the key ideas in other posters and it is suggested that it be used as an adjunct to these. In addition the poster can be used for a focus on self-esteem, particularly for children who need special help in this area.	Save Our Earth Caste of Humanity Qualities Within Us Love All, Serve All A Successful Student Help Ever, Hurt Never
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POSTER: A SUCCESSFUL STUDENT

Key points to make in relation to the poster

- Success as a student is more than just academic success. Success as a student involves a lot of other qualities above and beyond getting good marks and finishing your work first. The ones listed here are some examples of these qualities but it is not an exhaustive list – there are many other qualities that are also important in a successful student. Focus on the importance of achieving balance in your life.
- Encourage students to recognise their own special, unique talents and accept that everyone is good at different things. (See “Diamond of the Week” in the appendix). The important thing is to recognise what your talents are and to use them to benefit yourself and others in the community. It is also very important to remind students often that nobody can be expected to be perfect at everything and that everyone makes mistakes – one of the qualities of a successful student is to accept this and to be able to pick themselves up and use the mistake as an opportunity to grow stronger.

Quotations/sayings

- Try not to become a man of success but rather try to become a man of value. (Albert Einstein)
- As long as we are persistent in our pursuit of our deepest destiny, we will continue to grow. We cannot choose the day or time when we will fully bloom. It happens in its own time. (Denis Waitley)
- To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a little better; whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has
- The aptitudes of students for specific subjects like mathematics or literature should be ascertained by teachers and students should be encouraged to develop their special talents. Instead, what is being done today is to make students take up courses which will enable them to have lucrative careers. Jobs and a good life have become the aim of education. Education should comprehend development of the body, the mind and the spirit. It should be concerned with Constant Integrated Awareness.
- 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 likely to have an

accident. 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.

- Education should be pursued not merely for acquiring degrees but for cultivating human values. All riches are ephemeral. Do not become slaves of wealth. Become subjects of good qualities. Wealth without character is worthless. Life becomes ideal when character constitutes one's wealth. The blossoming of one's character leads to radiance in life.
- The education process will not be complete unless, together with specialisation in specific subjects, one acquires general knowledge and develops common sense. Many famous scholars who had significant scientific achievements to their credit have been lacking in general knowledge and the commonsense required in daily life.
- For a person to be deemed educated, his behaviour should be good, his actions useful to society and his feelings should be compassionate and kind. One should have concern for the welfare of all beings.
- People feel that education helps in materialistic pursuits and rest content with this. This is not a right attitude. Education should promote culture. It is not by education alone but by culture that one gets refined.
- Students should get rid of the idea that education is for earning a living. They must realise that they owe a duty to their Motherland and the world.
- It would be wrong to call it education if it merely teaches the meanings of words. The basic aim of education is to make people of character and virtue. Many people think that knowledge is power. It is not so. In fact, character is power. Education should confer humility. One's personality blossoms only when one has humility along with knowledge.
- Education does not mean imparting of verbal knowledge. The knowledge that is gathered in schools and colleges should be capable of being used for service to society and helping to improve the conditions of one's fellow human beings.
- Education is not to be taken as a process of filling an empty sack and pouring out its contents, making the sack empty again. It is not the head that has to be filled through education. It is the heart that has to be cleansed, expanded and illumined. Education is for life and not for mere living.
- Self-confidence: Without self-confidence no achievement is possible. If you have confidence in your strength and skill, you can draw upon the inner springs of courage and raise yourselves to a higher level of joy and peace.
- Time management: Time should be used in a useful manner. If we waste time, our lives will be wasted.

- Time management: Every tick of the clock snips a length in the thread of life. Use the present moment best, to sharpen your skills, to broaden your intelligence, to expand your heart, to master the techniques to face challenges of life with courage and equanimity.
- Discipline: I want each one of you to grow into a strong, steady and straight person. Your eyes should not seek evil sights; your ears should not seek evil tales; your tongue should not seek evil speech; your hands should not seek evil acts; your minds should not seek evil thoughts. Be pure and be full of love. Help those who are in a worse condition and serve those who need your help.
- Discrimination: Education should be utilised for developing the power of discrimination between right and wrong, good and evil. Without discrimination, a human being is worse than an animal.
- Character: A characterless person is like a pot with many holes, useless for carrying water or storing it.
- Character: Goodness is the most important thing for anyone. Whatever one's wealth, knowledge or position, the most essential quality is character.
- Making mistakes: Show me a person who has never made a mistake and I'll show you a person who has never learned anything. (Source unknown)
- Making mistakes: Mistakes are an essential part of learning. (Source unknown)
- Making mistakes: All my successes have been built on my failures. (Benjamin Disraeli)
- Persistence: "As long as we are persistent in our pursuit of our deepest destiny, we will continue to grow. We cannot choose the day or time when we will fully bloom. It happens in its own time." (Denis Waitley)
- Persisting through lesser difficulties builds your capacity to persist through greater difficulties, and achieve even greater things. (Brian Tracy)
- The wise man turns all opposition into opportunity. (Paul Brunton, The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind)

Suggested Starting Points

- Invite guest speakers who are employers and/or successful in their fields to talk about the qualities they look for when hiring employees and the kinds of people who succeed in the business/professional field (to emphasise the importance of qualities other than academic marks)
- Have some students do some preliminary work in class about what they think is a successful student and share their experiences.

- Start with a blank poster and ask students to contribute their own ideas about the qualities of a successful student.
- Roleplay some of the consequences of not displaying one or more of the qualities listed.
- Prepare scenarios of different kinds of students and have students roleplay them. For example, Johnny always gets full marks for spelling. But when Billy asks him to help him with his work he refuses. Ask children whether Johnny is a successful student despite being able to get high marks. A student who is a genius and always scores high marks goes for a job interview and is unsuccessful because he doesn't have communication skills.

Stories

- Read/tell stories that demonstrate each of the qualities (selected from real-life stories or other stories from the local culture), eg:
- Never give up (see appendix: determination and courage to learn from mistakes)
- Confidence and self-esteem (see appendix)
- Monetary Reminder (see appendix – time management)
- A Full Jar (see appendix – time management)
- Tell stories about famous people from the local culture who have been academically successful but have also been good people.
- Stories about people who have special qualities that are not necessarily academic (eg Sara, in appendix)

Silent sitting

Here we suggest using the visualisations for finding our special strengths/talents and putting them to good use to help ourselves and others (see “Diamond of the Week” in appendix).

It is also a good opportunity to utilise the light visualisation (see appendix) – extensive research evidence exists to suggest that this helps to improve students' academic performance as well as their concentration, behaviour and character. (For some examples of children's experiences, please visit our website www.ssehv.org.)

Follow-Up Activities for the Classroom

- Explore each of the qualities separately and develop an understanding of what each means.
- Ask students to suggest what other qualities/criteria are missing from the list. Add new steps with their suggestions.
- Topic for class meeting: What is the difference between being a successful student and a successful person? Can you be a successful person and not a successful student? Can you be a successful student and not a successful person?
- Get materials on the development of qualities, such as time management, and encourage students to work on the strategies that are suggested. (This can be linked also to the poster “Do Not Waste”)
- Ask children to think about the questions: “What is really important in your life? What really matters? What would you be better off doing more of and what would you be better off doing less of?” (questions from R. Walsh, *Essential Spirituality*. Wiley, 1999). Use silent sitting to visualise their answers either before or after discussing these questions.

Community service/Selfless service/Ceiling on Desires

- Reward students who are examples of the qualities of a good student that have been discussed in relation to this poster.

POSTER: ONE LAMP CAN LIGHT MANY CANDLES

(Share PEACE and LOVE with two others and watch the world glow.)

Key Points to Make in Relation to the Poster

- We think that we are too small in the world to be able to make a difference, but this shows how our influence can become widespread even if we only influence two other people.
- The key to this is love and peace. The candles represent love/caring for others.
- If we want to make the world glow the most important thing we can do is to make ourselves glow first – then it will naturally pass along to others.
- It is not only our actions that can make a difference, it's also our thoughts.

Suggested Starting Points

- Have a group of children holding candles. One child starts with a lit candle and uses it to light two others, then those two light two more etc. Look at how quickly the light can spread around the whole group. What happens if one person's light gets put out and it can't be passed on to others – if this happens they can see how there quickly develops a group that has no light.
- What does this mean for increasing peace and love in the world?
- Sing the song "This little guiding light of mine...."
- Set older children the challenge of doing a performance based on this poster.
- Invite a guest speaker who has done something positive that has grown and affected others widely.
- Discuss the benefits to yourself and others of choosing to be happy, being a good sport, knowing your own strengths and talents and how you can use them for the benefit of others.

Quotations/sayings

- One lamp can light many candles.
- Why a light? From the sand, if one takes, it will be depleted. From the water tank, if each one takes, the tank will go dry. But a thousand people can take the flame of one candle to light their candles and the flame is in no way diminished.

- Illumine the entire world with the light of your Love. Today the world is devoid of Love. There is hatred between people. The world has to be saved through Love.
- 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”.
- 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 the 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.
- Today people claim to be working for world peace. How can those who have not achieved peace within themselves hope to achieve world peace?
- People are continuously engaged in the search for peace. The seeker of peace must search for it in the mind. The search for peace in the external is the cause of all the unrest in the world. Peace has to be established first within oneself. 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.
- If you put out another's candle, you also will be in the dark. -- German Proverb
- Compared to the magnitude of suffering in the world, our contributions may seem insignificant, but to the people who receive them, they may be life saving. (Roger Walsh)

Songs

- This little guiding light of mine (commercial song – on CD)
- Peace, peace, peace, peace on Earth, Peace, peace, peace, for all the Universe
- Love, love, love, love on Earth, Love, love, love for all the Universe (etc. – insert your own words as appropriate)

Stories

- Smile (see appendix)
- Starfish (a story that reminds us that we can make a difference to others) (see appendix)

Silent sitting

Do the light visualisation (see appendix)– talk to children about the effects of how they can pass the light to the next person (this is why the heart people are holding the candles to spread light, because the light is a symbol of peace and love)

Follow-Up Activities for the Classroom

- Find stories from their own and other cultures and/or popular songs about people who have made a difference by passing on their love/caring/help/peace to others.
- Compare the effects of peaceful (eg Mozart, Indian Classical) and non-peaceful (eg heavy metal) music on children’s feeling of well-being and inner peace. A similar activity can be done with different types of movies etc.
- Make a Peace or Love greeting card. Find a suitable poem and a suitable picture to include.
- Research organisations aiming to promote peace in the world (eg Peace Corps). What do they do that matches the idea of this poster?
- Experiment with the class sitting and thinking peaceful thoughts (or doing the visualisation on the light) before recess break and see if it makes a difference to the general behaviour during the break.
- Who are the people who make us feel good to be around? Analyse what it is about these people that make us feel good. Discuss how they can have a positive effect just by showing these qualities themselves.
- Discuss the quotations (above) and what they mean.
- What can you do if you are not feeling peaceful/loving?
- Make up acrostic poems, eg:

Perfect silence
Everything in harmony
All working together
Caring for each other
Everybody benefits

Light up yourself
Open your heart
Value each other
Everybody glows

Community service/Selfless service/Ceiling on Desires

- “Pay it Forward” movie – ask children to try doing a good deed for somebody else and explore how far-reaching the effects can be.
- Class meeting. How can we share love in the school and pass it on? How can we share peace in the school and pass it on.
- Use the diary (see Diamond of the Week in appendix) to record how they have helped to spread love and peace during the week

Things to do to inform parents and involve them

- Can you make a difference to the peace/love levels in your family? Try an experiment for a week and see what happens. Don't tell your family what you are doing until the experiment is over. See if they notice any difference.

Teacher modelling/integration throughout the day

- “Teachers are reservoirs from which, through the process of education, students can draw the water of life. You should do your best to see that the reservoir is not contaminated by the microbes of hatred or pride.”

POSTER: SMILE

Key points to make in relation to the poster

The song *Smile, Smile, Smile* conveys the key point of this poster, that if we smile and think positively even in adversity we will make ourselves and others feel stronger and better.

Quotations/sayings

A smile costs nothing, but gives much.

It enriches those who receive without making poorer those who give.

It takes but a moment, but the memory of it sometimes lasts forever.

None is so rich or mighty that he can get along without it.

And none is so poor that he cannot be made rich by it.

A smile creates happiness in the home, fosters goodwill in business and is the counter-sign of friendship.

It brings rest to the weary, cheer to the discouraged, sunshine to the sad and it is Nature's best antidote for trouble,

Yet it cannot be bought, begged, borrowed or stolen,

For it is something that is of no value to anyone until it is given away.

Some people are too tired to give you a smile.

Give them one of yours as none needs a smile so much as he who has no more to give.

(Sathya Sai Baba, January, 1969).

- A smile costs less than electricity and gives more light.
- All people smile in the same language.
- Be happy.
- A good laugh is sunshine in the house. (William Makepeace Thackeray)
- Optimists are right. So are pessimists. It's up to you to choose which you will be. (Harvey Mackay)
- Positive thinking will let you do everything better than negative thinking will. (Zig Ziglar)
- Laughter is the sun that drives winter from the human face. (Victor Hugo)
- Sometimes your joy is the source of your smile, but sometimes your smile can be the source of your joy. (Thich Nhat Hanh)

Some suggested starting points:

- It is important to do two things – using a smiling face and a friendly voice. Use roleplay, saying the same thing to the assembly (eg Please would you pick up the rubbish?) Repeat the same thing with a smile on your face and then without a smile and in a demanding way. Ask the children how they felt with and without the smile.
- [for younger children] Start with the story “Smile” then lead into the song “Smile, smile, smile” (on CD)
- [for older children] In the few days leading up to the assembly assign a group of children to carry out the experiment of smiling at others. Invite the children to introduce the assembly by reporting on the effects of their smiling on others and also on themselves. Use this as a starting point for the song “Smile, smile, smile” (on CD)
- Have children stand at the front with big smiles on their faces. Have a “best smile” competition.
- Invite a guest speaker to talk about laughter therapy.
- Knowing your feelings /choosing to be happy (optimism/resilience): You have a choice whether to be happy or sad. Use roleplay to show this. Use real examples of children you have seen in the school who are choosing to be happy. Ask the children to write down “What would you do if.....”
- It is important to mention that everyone has worries – it is a part of life – but troubles won’t last forever – if we put on a smiling face we feel better and it helps the troubles to pass more quickly and easily. Smiling can make us feel better if we are angry or sad – as the song tells us.

Songs/Rhymes

- Smile, smile, smile (by Lorraine Burrows)
- Nice Talk (from Exeter tape)
- Bounce Back (from Exeter tape)
- Choose to be Happy (from Exeter tape)
- Let the Sun Shine In (commercial song)
- Do You Want to Play? (from Exeter tape)

Stories (see appendix)

- Smile
- Sarah

- A Gospel of Smiles

Other relevant books

- Can Anyone be as Gloomy as Me? (Toczek)
- [knowing your feelings] Paperback Princess (Munsch) – a good picture book with short story

Silent sitting

Take a long look at the smiling face on the poster..... Close your eyes and imagine that you can still see the smiling face behind your closed eyelids. Watch it for a moment and think about how it makes you feel. Now imagine your teacher smiling at you, and think about how this makes you feel. Imagine your family members all smiling at you, and think about how this makes you feel. Next, imagine your friends and classmates, all standing in front of you and smiling at you. Again think about how this makes you feel.

Now imagine that you are like the smiling face on the poster. Imagine that, like the face, you are a big, round ball of yellow light. Take your concentration to your heart area and feel the smile start to grow there. Feel it getting bigger and bigger until it starts to spill out from your heart. Allow the smile to grow until it reaches your eyes. Feel it getting bigger and bigger until it can no longer stay in your eyes and starts to spill over. Finally allow the smile to move to your mouth. Feel it filling your mouth until it spills over and you can feel the smile coming onto your face. Imagine yourself sitting there, a big round ball of yellow light, with a smile that is coming from your heart, your eyes and your mouth. Imagine that there is nothing in the world except your enormous smile..... When you are ready, open your eyes, and smile at the person beside you, then at your teacher.

Follow-Up Activities for the Classroom

- Have children draw pictures/ computer graphics/take photographs to make a big book to illustrate the song words (for example, using one page of the big book for each line of the song). These can be used as a follow-up in the next assembly, with some classes showing what they have done. Alternatively the big book can be prepared the week before to introduce the topic in the assembly (also has the advantage that the children can learn the words of the song prior to the assembly).
- Have children do research on the effects of laughter therapy.
- Technology challenge: draw/write/make something (eg a picture, rhyme, toy, PowerPoint presentation, card) that will make people smile

Community service/Selfless service/Ceiling on Desires

- Make a small template for a Smile badge and give one to each child to wear. Experiment with the effects of everybody wearing the badge for one week.
- Note that it is important to smile from the HEART, through the EYES – not only with the mouth
- Set children the challenge of finding things they can do for others to bring a smile to their faces. [This could also be incorporated into a visit to a home for the elderly, a children's home etc.]

Recognition and awards to students who have made good use of the value/s

- Awards for children who have special smiles – eg Rachel who always had a smile on her face
- Look for children (and teachers) who are smiling in the playground or classroom and reward them with smiley stickers

Teacher modelling/integration throughout the day

- Ask teachers to wear the “Smile” badge every day for a week and to be aware of modelling the smile
- Put reminders on staff intranet or staff newsletter.

POSTER: QUALITIES WITHIN US

Key points to make in relation to the poster

- We all have many special qualities within us and, for our personal happiness and well-being, it is important for us to know what these are and how we can best use them to benefit ourselves and society.
- Everybody has both good and bad qualities inherent within them. It is important that we feed/nourish these good qualities (through constant exposure to good people, ideas, music, TV programmes etc.) and starve the bad qualities.
- Children need to be reminded that the goal is to develop the good qualities within themselves so that these flow from them naturally – but at the same time we don't want them to be so caught up with being "perfect" that they forget to enjoy life or lose their childhood playfulness. [Note to teachers: It is natural for children to get into mischief and to want to have fun. Our challenge is to help them to understand the values within themselves and to be able to distinguish behaviours that might hurt themselves or others, but to do this without squashing this natural joyfulness.]

Quotations/sayings

- Human values are in everyone. What we need are people who will provide the stimulus and the encouragement to bring them out.
- People are like stained glass windows. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within.
- People are judged by the nature of their actions. If their actions are good they are described as good people. If their actions are bad, they are described as wicked people. One's qualities and actions are inter-dependent. Actions reveal qualities and qualities determine actions. Hence, everyone should strive to reform themselves by developing good qualities.
- Human virtues cannot be acquired from others. They cannot be nourished by the mere study of books. Nor can they be got ready-made from teachers. They have to be cultivated by each person and the resulting joy has to be experienced by him/her.

Suggested Starting Points

- Invite children to stand up in assembly and talk about their own inner qualities.

Stories

- Select stories from local culture/mythology about people who displayed each of the listed qualities
- The Animal School (see appendix – shows the importance of recognising our own and other people’s unique gifts and talents and nurturing these so we can use them for the benefit of ourselves and our communities)
- The Secret of Happiness (see appendix – shows the importance of recognising our own and other people’s unique gifts and talents and nurturing these so we can use them for the benefit of ourselves and our communities)

Silent sitting

- Identifying our own unique strengths and how we can use them to help ourselves and others (see Diamond of the Week in appendix)

Follow-Up Activities for the Classroom

- Investigate each of the six qualities and what they mean. Make a display, eg with “strength” in the middle and all of the meanings. Identify our own unique strengths and how we can use them to help ourselves and others (see Diamond of the Week in appendix)
- Hand out a class list and ask children to write the special inner qualities of each of their classmates (see Diamond of the Week in appendix).
- Make a class poster with photos of all the children in the class and list the special qualities of the class as a group. (This can be left on display for the whole year as an agreed set of values for the year, and can be used as a basis for discussion if children either violate or demonstrate these qualities.)
- Discuss multiple intelligences (Howard Gardner):
 - *Linguistic intelligence ("word smart")*:
 - *Logical-mathematical intelligence ("number/reasoning smart")*
 - *Spatial intelligence ("picture smart")*
 - *Bodily-Kinesthetic intelligence ("body smart")*
 - *Musical intelligence ("music smart")*
 - *Interpersonal intelligence ("people smart")*
 - *Intrapersonal intelligence ("self smart")*
 - *Naturalist intelligence ("nature smart")*

- Discuss each of the 6 qualities on the poster in relation to themselves: “How do I show these qualities within myself?”
- Draw around the outline of each child’s body. Display these outlines around the room and children can write on each other’s posters to describe their special inner qualities. Ask children to talk about what they have written and give an example (for example if they wrote that Johnny has the quality of “warmth” ask them to share a time they appreciated Johnny’s warmth)
- Design a perfect friend – describe the qualities of a perfect friend.
- Use the idea of “diamond of the week” (see appendix). The child of the week selects one of the qualities on the poster that s/he would like to bring out in him/herself. The other children in the class think of ideas to help the “diamond of the week” to develop these qualities.

Community service/Selfless service/Ceiling on Desires

- Complete the helping diary (see Diamond of the Week in appendix)

Family involvement

- Ask parents to participate in filling in the helping diary.

Recognition and awards to students who have made good use of the value/s

- Have a “student of the day” and acknowledge each one’s special qualities.
- When children demonstrate one of these qualities put a sticker with their name in the appropriate place on the chart.

Teacher modelling/integration throughout the day

- It is important for the teacher to model these qualities as well. Have a poster for the teacher’s special qualities. Every time the teacher shows one of these qualities to one of the children, that child puts a star beside that quality on the teacher’s chart.

POSTER: YOUR INNER COMPUTER

Key points to make in relation to the poster

- We all have the deep inner resources to solve problems – this is an extremely powerful tool.
- We all need to learn to be dependent on our own inner strength rather than relying only on other people and things around us for our strength and happiness.
- To tap into our inner computer it is important to do silent sitting so we silence the chatter in the outer parts of our minds.

Quotations/sayings

- Without self-confidence, no achievement is possible. If you have confidence in your strength and skill, you can draw upon the inner springs of courage and raise yourselves to a higher level of joy and peace.
- We derive all the joy and peace that we need from within ourselves and not from sources outside ourselves.
- If you think you can, you might. If you think you can't, you never will.
- "If you want to reach a goal, you must 'see the reaching' in your own mind before you actually arrive at your goal." (Zig Ziglar)
- "Somehow I can't believe that there are any heights that can't be scaled by a man who knows the secrets of making dreams come true. This special secret - curiosity, confidence, courage, and constancy, and the greatest of all is confidence. When you believe in a thing, believe in it all the way, implicitly and unquestionable." (Walt Disney)
- "Every problem has in it the seeds of its own solution. If you don't have any problems, you don't get any seeds..." (Norman Vincent Peale)
- When despair taps relentlessly at the doors of a person's heart, the time has arrived to hand over your affairs to the inner self. You may do this by redirecting your mind as quickly as possible inwards and by keeping on with this redirection in the face of all opposition until you reach the central core of quietness where [your own inner help] awaits you....Even two seconds of it will suffice to bring remarkable results. (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)
- A person who depends on others for his/her help or happiness depends on reeds that may break, but a person who depends on the inner self will never be betrayed. (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)

Suggested Starting Points

- Discuss with students that this is the reason why silent sitting is a part of every assembly
- Invite adult guest speakers to talk about how they have got in touch with their “inner computer” to solve a problem, write a book, recover from an illness, etc.
- Invite teachers and children to share their experiences of how they have used their inner computers to help themselves.

Song

Silent sitting (from Exeter tape)

Story

- The Lost Needle (see appendix)
- Share stories about famous people who have solved problems by allowing themselves to sit quietly and silence the chatter in their minds

Silent sitting

Visualisations for problem solving

Visualisation 1

First read the problem. Then put it aside. Close your eyes and just listen to the inner silence of your mind for a few moments. Focus your concentration on the back of your closed eyelids at the point where your eyebrows meet. Don't try to think about anything – just allow your mind to be still and empty, and concentrate on the blankness behind your eyes. When you feel that your mind is completely still, think for a moment about the problem you need to solve. You can either repeat the whole question in your mind, or you can simply say, “I need to find the solution to the problem I am about to tackle.” Once you have asked this question, return your attention to focusing on the silent, blank emptiness of your mind behind your closed eyelids for a few more minutes. Then visualise your subconscious mind working like a computer. First it sorts the knowledge you already have to solve the problem. Then it sorts out what else you need to know. Next it puts this knowledge together in a logical way. Finally it sends the output into your conscious mind so it can work on the problem. Take 3 slow, deep breaths, then open your eyes and start to work on the problem.

Visualisation 2

Take 3 deep, slow breaths. Each time you breathe out, let go of any frustration or anxiety. Each time you breathe in, breathe in inspiration. You can decide what this might look like – might be a light that lights up your mind like a bulb, might be a colour, or might be a shape. Just keep drawing it in each time you breathe. Now

imagine that your mind has gone completely blank – as if there has been a power cut and it has been plunged into darkness. Sit there for a few moments in the total blackness. If any thoughts or images come into your head, just let them go and return to thinking about the darkness.

Now imagine that you are going down a long, dark tunnel, right into the deepest part of your mind. This tunnel leads you to your inner mathematician, deep inside your brain. This is the place where you have all the answers and all the techniques you need to solve the problem. All you need to do is unlock the door behind which the inner mathematician is sitting. The door is golden, and in the lock is a big golden key. Slowly turn the key, open the door, and all the knowledge you need can be seen right there. As you return along the tunnel, imagine that you are dragging the knowledge along behind you, bringing it closer and closer to the front of your conscious mind, where you can put it to good use. Now open your eyes – don't worry if the inspiration isn't there immediately, as it will come.

Golden Bubble

We used the idea put forward by a number of experienced psychologists, of enclosing hyperactive children in a golden circle that helps them to define their boundaries, but extended the idea to a golden bubble that enclosed them completely. The golden colour represents security and purity.

Imagine that you are inside a golden bubble. You are floating around in the bubble, very safe and happy. The other children are in their bubbles too. Sometimes you bump gently against each other but you are inside your own bubble and nobody else can come in. Your golden bubble is your own special space where you can go whenever you like.

Follow-Up Activities for the Classroom

- Give children an A4 sized version of the poster, with the words on the screen blanked out. Ask them to suggest their own ideas about what our “inner computer” can help us with.
- With younger children – discuss what we can do to help ourselves to sit still. Use an egg timer to measure how long they are able to sit still.
- In class encourage students (on a one-to-one basis) to go inside themselves and find the answers if they have problems (academic problems, behaviour problems etc.) For example, after a child has cooled down, ask them to go inside and think in their hearts and decide what else they could have done in the situation, how they would like to be treated etc; do the problem-solving silent sitting in the middle of a lesson eg before attempting to solve a problem.
- Talk to young children about the pay-offs of being able to sit still, from a practical point of view.
- Investigate how much silence there is in various places: the classroom, the school building, the home etc. What can we do to create more times of silence?

- If you can get access to the appropriate equipment (eg from a science lab), measure physiological effects of silent sitting, such as the brainwave patterns, blood pressure, heart rate etc. to understand from a scientific point of view why the brain is more receptive when it is slowed down.

Family involvement

- We have noticed that the children who have trouble sitting still for silent sitting are invariably the ones who also have problems with their learning. If parents are willing to spend time at home helping these children with their reading, maths etc. ask them to begin the help sessions with some silent sitting and ask them to try to extend the time a little bit more each day.

Teacher modelling/integration throughout the day

Let the children see you doing the silent sitting to solve your own problems.

POSTER: TAKE A LESSON FROM THE SUN

Key points and quotations to make in relation to the poster

- 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 fulfilment 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.
- Make it your guiding principle to do your best for others. (Confucius)
- Nothing makes you happier than when you really reach out in mercy to someone who is badly hurt. (Mother Teresa)
- I awoke and saw that life was service. I acted and behold, service was joy. (Rabindranath Tagore)
- The only ones among you who will be truly happy are those who have sought and found how to serve. (Albert Schweitzer)
- Psychologists have found that generous people tend to be happier and psychologically healthier than selfish individuals. (Roger Walsh)
- The best way to become a better helper is to become a better person. But one necessary aspect of becoming a better person is *via* helping other people. So one must and can do both simultaneously. (Abraham Maslow)
- All that one gives to others one gives to oneself. If this truth is understood, who will not give to others? (Ramana Maharshi)
- Don't look for spectacular actions. What is important is the gift of yourselves. It is the degree of love you insert in your deeds. (Mother Teresa)

Song

Take a lesson from the sun (EHV songs CD) – this song explains the meaning of the poster and is hence critical to the use of the poster:

Take a lesson from the sun that shines his light on everyone,
Or the rain that falls on every single shore.
No distinction of our race or the colour of our face,
Nature's gifts are there for all men rich or poor.

CHORUS:

Love all, serve all,
Understand that love and peace is what we need,
Love all, serve all,
In every single thought word and deed.

Bear all and do nothing, hear all and say nothing,
Give all and take nothing in return.
Love is giving and forgiving, self is getting and forgetting,
Serve all in the spirit of pure love.

CHORUS:

Love all, serve all,
Understand that love and peace is what we need,
Love all, serve all,
In every single thought word and deed.

From Exeter songs:

A smile makes you feel better
A smile is like the sun
The rays of your smile
Will warm everyone

Be happy says Sai Baba
Enjoy your life on earth
A smile will help you to
Enjoy this human birth

Movie

Pay it Forward

Stories

- There was a king once who asked many wise people who came to his court, “Which is the best service and when is the best time to give it?” He could not get a satisfactory answer from them. One day while out hunting he got separated from his companions and, in the thick jungle, he rode a long way until, exhausted and hungry, he reached a small cottage. There was an old man who received him kindly and offered him a welcome cup of cool water. After a little rest, the king asked his host the question that was tormenting his brain, “Which is the best service?” The hermit said, “Giving a thirsty person a cup of water”. “And when is the best time to give it?” asked the king. The answer was, “When he comes far and lonely, looking for some place where he can get it.” The act of service is not judged according to how much it costs or how much publicity it gets; it may be only something as small as giving a cup of water in the depth of a jungle. But the needs of the recipient and the mood of the person who offers – these decide whether the act is gold or lead.
- Atria’s Amazing Miracle (see appendix - shows how one person’s helping can make a big difference to many people)

- The Rose (see appendix – reminds us of the importance of seeing beyond the external appearances of people and appreciating them for what they are on the inside)

Real-life Story

Knitting Love (see appendix)

Follow-Up Activities for the Classroom

- Before showing children the poster, ask them to make their own posters to illustrate the song “Take a Message from the Sun”.
- Complete the Helping diary (see appendix)
- Befriending and working with those who help others: Identify groups or individuals who are already helping others (eg Boy Scouts, Girl Guides, Junior Red Cross) and ways in which we can support them.
- Career counselling: Through identifying your own special strengths and how you can use these for service you may get indications of a future fulfilling career.
- A secret friend: Every child is given the name of another child in the class and they are asked to give service anonymously. The teacher can either allocate secret friends randomly or could match students according to particular needs. Talk to children about the good feelings created by this kind of anonymous service, when they know they cannot get any reward.

POSTER: HARMONY OF HEAD, HEART AND HANDS

This poster is particularly useful for classroom work, and even moreso for dealing with children who need specific help with their behaviour. We suggest that the ideas are introduced in assembly but the major focus is on the follow-up activity.

Key points to make in relation to the poster

- Related to the values of: dealing with teasing, dealing with feeling mad, using self control, dealing with losing, wanting to be first, dealing with mistakes (ie if we make a mistake sometimes it comes into our head to lie or pretend we didn't do it), knowing when to tell on somebody and when not to (ie if you want to get somebody into trouble it probably isn't right to tell but if you want to help somebody or they are in danger it may be right to tell)
- It is important for us to really think in our hearts/consciences about whether our action was really the right thing to do. Would you like to have somebody do the same thing to you?
- Talk about situations such as dealing with teasing, feeling angry and feeling like thumping somebody – use this to decide what you would do.
- Use role modelling – somebody does something bad to you such as taking your bag as a joke and running away. When you think about it in your heart, what would you really do and how would you want another person to react to you.
- It is important to slow down rather than to react immediately.
- Taking some deep breaths is a useful strategy.
- Most people – including criminals - know what's right and wrong but too many choose to do what is wrong.
- It is important to follow your instincts if something doesn't "feel right".

Quotations

- Every time before you do anything, you have to put to yourself this question, "Is it proper for me to do this action or not?" You have always to determine whether the particular action is proper or improper. Only then will you be using the body in the right way. You dare not use the body according to your whims just because you have got it.
- We should be the master of our behaviour. We should not be led away by the impulse of the moment. We must be conscious always of what is good for us. We should carry on our daily tasks so that we do not make others suffer or suffer ourselves. That is the sign of intelligent living.

- Think before speaking. Think before acting. Then go ahead if you feel good about it.
- See good, think good, speak good, go to good places, do good deeds. What do we mean by the use of the word “good”? It is not what someone else advises you to do. It comes from within you. The feeling about what is good must come from within you. That is the voice of your conscience. Act according to your conscience.
- You have to examine yourself to see whether you are following this path of harmony in thought, word and deed. When you examine yourself honestly you may find that most of the time these three will be going off in three different directions, without any unity between them. Whatever your thoughts are, they will bring you to the corresponding results. Whatever you are feeling will be reflected in your way of talking and acting.
- The hand should carry out what the heart has approved of the ideas emanating from the head – this process has been described as the purity and harmony of thought, speech and action.
- Develop largeness of heart. The heart is not a physical organ. It derives its name “Hridaya” from the fact that it is the seat of compassion (Daya). Develop compassion for all. Go forward from the narrow feelings of “I” and “mine” to “we” and “ours”.
- Opportunity often comes disguised in the form of misfortune, or temporary defeat. (Napoleon Hill)
- The head represents the ego and the heart represents the spirit. Let the heart lead and the head follow, rather than the other way around. (Satchitananda, quoted by Wayne W. Dyer, *Inspiration, Your Ultimate Calling*, Australia: Griffin Press).

Suggested Starting Points

- Principal or teacher leading assembly can model thinking aloud, eg somebody gives you too much change in a shop (A taxi driver took a passenger from Central to Shatin and the fare was around \$200. The passenger accidentally gave him a \$500 note and a \$100 note instead of two \$100 notes) and you know they have given you too much. You need to think about the pros and cons of telling the passenger about the mistake.
- Prepare beforehand for some children to roleplay a scenario: Billy walks past Johnny carrying a bag, and bumps Johnny with the bag. It may or may not have been an accident – we can’t tell. Johnny impulsively hits Billy back with his bag, and a fight develops. Repeat the scenario. This time Johnny says, “Hey, Billy, that really hurt.” Billy says, “I’m really sorry. Can I help you in any way?” The two walk off calmly together. Ask the child playing the role of Johnny to talk about how he felt like hitting back, but thought about what the outcome could be and decided not to do it. Example 2: A situation where

somebody is being teased. Do you join in to be in with the teasers, or do you go and get help or try to help the person being teased. Discuss: It might make you think you feel good, but does it REALLY make you feel good?

Song

- Dealing with Anger (from Exeter tape)
- Bounce Back (from Exeter tape) [dealing with mistakes]

Stories

- The Master's Test (see appendix)
- The Obstacle in Our Path (see appendix)
- The Rose (see appendix)
- The Very Best of Friends – Margaret Wild
- John Brown Rose and the Midnight Cat – Jenny Wagner

Silent sitting

Close your eyes and sit in a comfortable position. Imagine that the light from the sun is shining through the top of your head, bringing only its healthy, healing powers. Allow the sun to fill your whole head so that your thoughts are light and bright and clear. Next imagine that there is a thread that is running from your head to your heart. Allow the sunlight to travel along that thread until it penetrates your heart and allows your heart and the surrounding area to become light and vibrant and clear of unwanted feelings. Now imagine a thread going from your heart to your two hands, so that the three – the head, the heart and the hands – are all connected by this same thread. Now think about an important decision that you have to make. It might be a decision that will affect your whole life or it might be a day-to-day decision such as who you are going to hang out with at recess time and what you are going to do. Allow the question to come into your head, and just let it sit there for a moment until the decision that seems right to you comes into your mind. Now imagine that the decision you have made leaves your head and travels along the thread leading to your heart. Let the thoughts about the decision sit there in your heart for a few moments, allowing the light to envelop it. Say to yourself, "Heart, please examine my decision and tell me whether it is in my best interests or those of the other people involved". If you feel that the decision may not be good for you, or for anyone else, take the question back to your head and think of another idea. If your heart tells you that the decision is OK for you and others, allow it to travel along the thread connecting to your hands, so you can put it into action.

Community Service / Selfless Service / Ceiling on Desires

- Introduce Ceiling on Desires. For the week ask students to stop and think about something they desire before they buy/do it. Each day ask them to report to the class on their successes.
- Think, feel, do. Will it help you or others?

Recognition and awards to students who have made good use of the value/s

- Tie this in with the children's report to parents

Teacher modelling / integration throughout the day

- This is also a good poster to use if children are called to the office for discipline. Use the poster to remind them to stop and think. Model what they did and then ask them if it was all right to do that.
- Introduce the "heart" rule. Whenever the teacher asks a question the children are required to pause for 3 seconds before they are allowed to put up their hands to answer. During this time they are asked to run the answer through their hearts.

POSTER: BE A TRAFFIC LIGHT (also links to HARMONY OF HEAD, HEART AND HANDS)

Key points to make in relation to the poster

- We need to think of what we are going to say before we say it – to avoid either telling truth in a way that hurts somebody or telling a white lie to avoid hurting somebody’s feelings.
- 3HV – harmony of head, heart and hands. Whatever comes into our heads we need to run through the heart (conscience) before putting it into action with our hands.
- This can be linked to the key literacy skills of listening and speaking – an important component of stopping and thinking is listening
- Start by discussing the traffic lights – we need to have road rules and conventions for traffic and similarly the ‘traffic light’ on this poster can be a rule/convention for living a good life
- Keeping our word once we have said it (eg song “I will keep my word”)

Quotations

- The mouth is the cause of calamity.(Japanese Proverb)
- A kind word is like a spring day. (Russian Proverb)

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 hear 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.
- Truth does not mean mere statement of facts as one sees them or hears about them. Truth in its real sense transcends the limitations of time, space and circumstance. It is difficult to practise this transcendental Truth in ordinary life. One should not act on the impulse of the moment immediately a thought occurs. The rights and wrongs of the idea should be examined and only when the heart approves of a certain course should action follow. This is the process of cultivating values. 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. One is injuring oneself through indulgence in this evil habit.
- We were born with two ears and only one mouth, which indicates we should listen twice as much as we speak. (Source unknown)
- "Develop an 'attitude of gratitude.' Say thank you to everyone you meet for everything they do for you." (Brian Tracy)
- Truth gives a short answer; lies go round about. (German Proverb)
- Truth is not determined by the volume of the voice. (Chinese Proverb)

Suggested Starting Points

- Bring a model of a traffic light. Have a teacher or student on a bike. What happens if they stop at the amber light and wait for the green? What happens

if they go straight through the amber or red light. Relate this to what can happen when we talk. Invite some teachers or children to prepare beforehand a roleplay of somebody saying something without thinking about it, and then replay showing how it can be said better if they first stop at the amber light before speaking.

Songs

- Thought, Word and Deed

Stories

- The Fruit of Truthfulness (see appendix)
- Breaking Through with Dad (see appendix – shows how relationships can often be improved if we learn to think before we speak, listen to what people are really saying, and sometimes to say nothing rather than arguing back)
- The Gossiper (see appendix – a reminder of the effects of gossiping about others)

Silent sitting

Use the Light Visualisation (see appendix). Remind children that if they use the light to fill their heads and particularly their mouths and tongues the light is a metaphor for purifying their thoughts and their words.

Follow-up activities

- Link to de Bono's 6 Hat Thinking (see appendix) – look at what you are going to say/do from different perspectives
- "Gate" game. The object of the game is to pass from one side of the room by passing through three gates. The first gatekeeper holds the sign "Is it true?" The second holds the sign "Is it necessary?" and the third holds the sign "Is it said with love". The student who is crossing is given a scenario (see the section Class Meetings for some examples) and is asked to think of a suitable thing to say. The gatekeepers (or the whole class) judge whether this statement allows the student to go through the first, then the second and finally the third gate.
- Re-phrasing / how can you say this more lovingly? (Please refer to the activity in Help Ever Hurt Never poster)
- 'Green light verbs': Make a list of all the actions we can take that will benefit other people
- Discuss whether it is better to say nothing than to tell a hurtful truth or to tell a lie to avoid hurting somebody.

- Introduce the ‘5-second rule’ – children are expected to wait for 5 seconds before they are allowed to put their hands up to answer a question. Teachers can have a traffic light displayed at the front of the classroom and point to the red, amber and green lights to indicate when the students should be thinking about their answers or their behaviours and when they should speak/act.
- Thinking about the language we use. Brainstorm – what is some of the language (non-verbal as well as verbal) we use that is a “put down” and how does this make us feel? How can we change these words to “put ups” – and how does this make us feel? Create situations where they can practise using these skills.
- Ask children to talk about what stopping and thinking really looks like/sounds like/feels like. Also ask them what it looks like/sounds like/feels like when somebody stops and thinks before speaking to them.
- Some strategies for developing children’s listening skills and reminding them to think before they speak/act:
 - *Think-pair-share activities in which children discuss the answer with a partner before discussing with the whole class. An extension of this is for each child to share the partner’s idea not their own.*
 - *Group of 8 in an inner and outer circle – inner circle shares while the outer circle listens, then change roles*
 - *Story building*
 - *Games that involve following instructions (eg ‘Simon Says’)*
- Teach children skills for speaking (e.g. making eye contact) that shows they are speaking from the heart and with love.
- Teach the listeners how to give constructive criticism about their peers’ presentations (eg three good things and one thing to work on – teach them that it is important to start with a positive and finish with a positive).
- Have a character role-model for the class (eg a favourite TV hero, a toy, a real-life hero that they all admire) and ask them to make a habit of thinking “What would he/she say?” before speaking.
- Use the Rotary International Four-Way Test:
 - *Is it the truth?*
 - *Is it fair to all concerned?*
 - *Will it build goodwill and better friendship?*
 - *Will it be beneficial to all concerned?*
- Sometimes for young children, on a one-to-one basis, it can be helpful to model

for them what they are saying and how they are saying it, to help them to take a step back and look at themselves.

Community service/Selfless service/Ceiling on desires

- Learn what to say to people with special needs, eg elderly people, children with disabilities –develop questions to ask, and practise listening to what they say.
- Speak softly and lovingly with all. [Adapted from “Sai Warrior” Program developed by Kumar Venkatesan, Australia]. Select a family member or classmate who you would like to practise this on. For 3 weeks, learn to observe silence before you respond to this person. Keep a record of the number of times you shouted/expressed anger/were rude or insensitive with this person. If you do any of these things reflect on the reasons for your failure with a view to reduce the frequency of these failings by a significant amount. Then select somebody else. Don’t lose your internal cool at any time through interactions with others.
- Avoid talking ill of others, especially in their absence. . [Adapted from “Sai Warrior” Program developed by Kumar Venkatesan, Australia] Select a person with whom you have difficulties and would like to practise this. Learn to observe silence when an opportunity to criticise this person arises. Let go of the past and give the benefit of the doubt. Keep a calendar and on it mark every day that passes without you talking ill of that person. Using your calendar as a guide, reflect on the reasons for any failures with a view to reducing the frequency of these failings by a significant amount. Then select somebody else. Cultivate habits of saying only nice things about others, seeing the good in others and expecting the best from others. Never give energy to negative talk/gossip – change the subject, ignore it or walk away from the person talking ill. Be able to directly and politely tell the person if they need to improve their conduct or performance on a given task.

Recognition and awards to students who have made good use of the value/s

- Give awards to children who model good use of the 3HV/ stop think listen rules

Teacher modelling/integration throughout the day

It is important for teachers to be in control of the way in which they react to situations. If a teacher reacts with immediate anger then this can often encourage children to hide the *truth* to avoid this anger. Being more *truthful* in dealing with pupils - or colleagues - does not mean that one has to be blunt or to hurt somebody else's feelings by telling them something unkind. But it does mean telling them in a thoughtful way. For example, when correcting children a teacher could say, "I don't like the way you answered that question. I like it better when you give me a sensible answer and I know that you have put thought into it," or, "I don't really like the way you have done this piece of work. I prefer it when you do it more slowly and make fewer mistakes". This means that the teacher is making it very clear to the pupil why

he/she is not happy and giving the pupil some clear guidelines for the expected behaviour.

Another way that teachers can model the traffic light idea is by being careful about what is said in front of children. If it is necessary to talk about another person at all, it is better to try to focus on the positive things rather than criticising or gossiping.

Community/family involvement

Families can be asked to participate in the 'Speak softly and lovingly with all' activity described above. Students can be given a diary to complete and parents and other family members can be asked to write comments about the effectiveness of what the student is doing.

POSTER: DO NOT WASTE

Key Points to make in relation to this poster

There are five things that we need to be very careful not to waste, because once any of these things have gone we can never get them back again: time, money, knowledge, food and energy.

Suggested Starting Points

- With older children, have them do some research about eg:
 - *How much it costs their parents to look after them for a year*
 - *How many calories people use*
 - *Water and electricity usage and wastage in the home*
- Ask students to report on their findings in the assembly
- Invite guest speakers (eg a nutritionist to talk about food, a financial expert to talk about budgeting/identifying the difference between needs and wants etc.)

Quotations/sayings

- Do not fritter away the minutes in loose talk, retelling scandal, pouring over bad-quality novels or films, or mixing with flippant companions.
- One should waste not even a single moment of this precious Time.
- Every tick of the clock snips a length off the thread of life. Use the present moment best, to sharpen your skills, to broaden your intelligence, to expand your heart, to master the techniques to face the challenges of life with courage and equanimity.
- Time wasted is life wasted.
- Students should take note of the innumerable ways in which energy is being wasted. Seeing bad things, listening to bad things, bad speech, bad thoughts and bad deeds – energy is being wasted in all these five ways.
- 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.
- Eat only what you need to eat. Don't be greedy. Do not take more than you need and waste the rest. The surplus food can feed another stomach.
- Today animals sustain themselves on food. They eat as much as is required to appease their hunger. Man, however, does not act this way. We have limitless desires. In poor countries there is no need for anyone to starve.

There is enough for all. But some hoard food in excess. This mal-distribution accounts for food shortage. The accumulation by the few is responsible for scarcity for the many. Hence, equitable sharing and distribution are essential.

- Knowledge that does not give harmony and wholeness to the process of living is not worth acquiring. Every activity must be rendered valid and worthwhile by its contribution to the discovery of Truth, both of the self and of nature. Of what use is it to know everything unless you know your own inner self?
- We are acquiring knowledge but do not put it to proper use. Knowledge without action is useless. Action without knowledge is foolishness. We need a fusion of action and knowledge.
- Do not waste precious time and life on impermanent pleasures. Have some control, a ceiling on your desires.
- When a child is born he is innocent of all desires. As he grows 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 civilisation.
- [Note to teachers: Here we need to help children to understand the importance of striking a balance in their activities. It does not mean that they should not enjoy childhood activities and play, but rather that they begin to develop an understanding of what is proper use and what is wasteful use of their time and resources.]

Stories

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

Silent sitting

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

Next, look down and see how many people in different countries are wasting food. See how much food is wasted in one day. Watch as it is all piled up in one place. Now observe the many ways that people are wasting energy. It might be that they leave a light or a heater on in a room when nobody is there. It might be that they are wasting petrol or oil, which are becoming scarce commodities.

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

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

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

Follow-Up Activities for the Classroom

- Discussion about wastage
- Time: track their own day and see how much time they spend doing different activities. Focus on how much time they spend watching TV/playing on a play station in a day/week/year/lifetime. How much time do you spend on service? Take half an hour of your TV watching time and do something to help somebody else instead.
- Food: Experiment: collect all of the class members' lunch scraps for the day and bury it. Water it a few times during the week. Then dig it up and observe what has broken down and what (eg wrapping papers) has not decomposed
- Money: challenge to see who could budget the most wisely (eg making a meal for the family, buying a present for each member of the family). Allocate a certain amount of money per month (ie a small amount that some families have to live on) and plan how you would live for a month on only that.
- Energy: Research how much energy common household appliances use; how much difference it would make if they switched things off after use
- Food: Estimate the cost of the food that is thrown away in a day. Examine statistics about the nutritional value of different foods.
- Knowledge: How can we share our knowledge in a constructive way? (ie using your own special skills/talents to help others – link to the “Diamond for a Week” project. How can we avoid misusing our knowledge? When is it OK to use other people's knowledge and when is it not? (ie touching on issues of plagiarism)

- Divide class into five groups. Have each group prepare a presentation on saving one of: time, money, knowledge, energy, food. (Note: This could also form the basis for future assemblies)

Community service/Selfless service/Ceiling on Desires

- Set up a recycling system
- Use your unique knowledge/talents to help somebody else.
- Have an active Ceiling on Desires campaign and monitor the outcomes

Recognition and awards to students who have made good use of the value/s

Present an award to the class that has done the most to reduce wastage

Involving families

Present an award to the child whose family has done the most to reduce wastage

POSTER: CASTE OF HUMANITY

Key points to make in relation to the poster

Quotations/sayings

- Every individual is wrapped up in his own selfish concerns. Is this the real worth of a human being? Selfishness and self-interest and differences based on caste and creed should be totally eliminated. Everyone should deem himself/herself a member of the human family. All caste distinctions are based on physical differences, similar to distinctions relating to age or sex. All bodies are made up of the five basic elements (ether, air, fire, water and earth) which do not have any distinction of caste. All the elements are common to all beings. It is from a recognition of these basic common elements that we should develop the sense of human unity.
- 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.
- What is important today is not what particular faith one professes, whether he is a Christian, a Buddhist, a Muslim or a Hindu. The real question is how far he is a true human being. Develop therefore your human qualities. What constitutes humanness? It is good conduct alone.
- You must shed the feeling of “mine” and “thine”. You have to realise the Truth that the Divine dwells in every being. You must develop this sense of oneness and share it with others.
- Our race is only one – the human race. Our caste is only one – the caste of Love. Our language is only one – the language of the heart. When you recognise this oneness, abstain from all differences and fill your hearts with Love, you will be able to live happy lives.
- Remember your real nature is the same as the other person's. The other person is yourself known by another name. When you do a good deed, you are doing it to yourself; when you do a bad turn to someone, remember, you are injuring yourself, so avoid doing evil to others.
- See yourself in all; love all as yourself. A dog caught in a room whose walls are mirrors sees in all the myriad reflections, not itself but rivals, competitors, other dogs which must be barked at. So it tires itself out by jumping on this reflection and that, and when the images also jump, it becomes mad with fury. The wise people, however, see themselves everywhere and are at peace; they are happy that there are so many reflections of themselves all around them. That is the attitude that you must learn to possess, that will save you from needless bother.

- What is the reason for lack of peace in the world today? It is because there is no harmony in thought, word and deed in the lives of the 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.
- Everybody talks about the need for world unity. But real unity must begin with the individual and the family. From the home it must spread to the community, the nation and the world. It is vital to perceive the unity that underlies the apparent diversity. Bodies are many, but life is one. Beings are many, but happiness is one. Religions are many, but Truth is one. This is the kind of oneness that has to be experienced in the depths of our hearts.
- Clay is one, but pots are of many kinds. Gold is one, but ornaments are varied. Milk is white though the cows may be of many colours. Similarly we should recognise that the inner self in every being is one and the same.
- The people of the 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.
- 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.

Suggested Starting Points

- Have children dress up in costumes from different nationalities/bring in things from different cultures/enlarge the figures on the poster and cut them out. Ask children “what do you notice?” After children have focused on the differences, encourage them to focus on the similarities – especially focusing on common feelings, e.g. “If they fell over would they all feel the same?” Emphasise the point that, no matter what country we are from or how we look on the outside, we are all the same on the inside and are all children of the World.
- What is it that these people are all trying to achieve in life? What are their needs (i.e. belonging, love, basic needs taken care of, to know who they are, feel fulfilled, have a purpose in their lives, to feel inner peace). Emphasise the point that there are many different roads to the same destination and we cannot judge whether one person’s way is right and the other’s is wrong. Emphasise the importance of inner beauty being more important than outer beauty.
- Be aware that the main value being focused on here is empathy
- Class meeting topic:
 - *Why do people get teased and what can we do to prevent it?*
 - *Why do people have different coloured skins and eat different kinds of foods? (Emphasise that skin colour is a matter of what is appropriate for*

the climate into which our ancestors were born, as is the kind of food we eat. It is only for survival that we have developed different appearances and customs.

- *Does it matter the way you look, dress or smell, or your accent? (Comment that there are some things that are important such as personal cleanliness – i.e. bring out what does matter and what doesn't matter. Note that the issues of smell and accent are quite serious racism issues in some societies)*
- *Use newspaper articles about racist attacks in their community. What should be done to the offenders to help them to really accept what we are discovering, that everyone is the same on the inside and travelling on the same journey through life.*
- Establish pen-pal relationships with students in other countries and focus on exchanging information about the similarities.

Songs

Melting Pot (Blue Mink)

It's a small world

I'd like to teach the world to sing in perfect harmony

(Please see appendix for the lyrics for these songs.)

Story

- Extract from "I Have a Dream" (Martin Luther King, Jr.)

An excerpt from Dr. King's famous speech delivered on the steps of the Lincoln Memorial in Washington DC on August 28, 1963.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal".

I have a dream that one day ... the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream that one day the [world] will be transformed into a situation where little black boys and black girls will join hands with little white boys and white girls and walk together as sisters and brothers.

This is our hope. ... With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

- The Janusz Korczak Educational Centre for Peace and Co-Existence has been set up in Israel with the aim of bringing about tolerance, mutual respect, understanding the “other” and respecting life as the ultimate value. Jewish and Arab teachers are paired to teach the programme first separately in their own classes and then to bring their classes together. The two classes meet six to ten times over a period of two years. The children discover that the children of the other groups are children like themselves and that they “all like ice-cream”. The meetings between the children dislodge basic prejudices that are not connected to love/hate; slowly they discover that the “other” also washes, goes to kindergarten, plays with the same games, may have a computer at home and likes candies. In short, the “other” becomes similar, closer and less of a stranger. In addition, the children observe the behaviour of the adults who accompany them to these meetings. Handshakes, hugs and joint meals between the adults of the groups shape a new type of relations between Jews and Arabs and serve as a useful behavioural model to counter-balance other models, such as the employer/employee, soldier at a roadblock/Arab driver, or conqueror/conquered relationships. In Janusz Korczak’s own words:

We are all brothers, sons of the same earth

Generations of a joint fate, and trouble, and a long road together.

*The same sun shines on us, the same hail destroys our crops
and the same dust covers the bones of our forefathers.*

If truth be told, we’ve had more tears than smiles

And there is no sole blame in you nor in us.

Let us begin working together.

If we are poor, let us give each other a shoulder.

If we are sad, let us comfort each other

And perhaps a happy fate will smile on us.

Let us just do that, and do it together.

{Extracted from H. Keich and M. Hourani (1997), “The Palestinian-Israeli co-education experiences at a teacher’s college and its impact on encounters between Israeli Palestinian and Israeli Jewish kindergarten children.” In. D. Halperin (Ed.) *To Live Together: Shaping New Attitudes to Peace Through Education*. UNESCO. pp.90-95.

- Inner beauty: The ugly duckling. Are people really treated differently because of the way they look?

Silent sitting

Focus on the similarities between people – especially the need for love, acceptance, peace – also use the idea from the song Melting Pot.

Use the idea of sending love to everyone no matter where they are or what they look like

Follow-Up Activities

- Brainstorm about the similarities and differences between people of different races/different religions
- Children draw around their bodies on large sheets of paper – emphasise drawing on the features that are the same for all of them. Alternatively they can draw their own features but change something, eg skin colour or eye shape to give the understanding that they are still the same person even if some external features are changed.
- 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.
- Research: customs with a focus on finding the commonalities rather than the differences.
- With older children, explore the reasons for wars. Discuss alternative solutions that will enable people everywhere to have what we all really want, which is peace.
- Explore the lives of people who have worked for peace and equality in other cultures (eg Mother Teresa, Martin Luther King, people from the local community)
- Discuss the quote above, about others being mirror reflections of us. List ways in which you can see that others are a reflection of you (both your good qualities and the qualities you would like to change!)
- This is a true story that was reported in the Readers' Digest. To help the students to understand the concept of racist attitudes, a teacher divided the class into two groups: those with blue eyes and those with brown/green eyes. During the first week of the experiment the class roleplayed that the students with blue eyes were the superior race and the brown/green-eyed ones were the inferior race. For the second week the roles were reversed so the brown/green-eyed students became the superior race and the blue-eyed ones the inferior. Discussions and reflections enabled the students to come to a deep understanding that it is wrong to treat people differently on the basis of something external like the colour of their eyes, their skin colour, their customs etc.

Community service/Selfless service/Ceiling on Desires

- Encourage children to give service to the needy without feeling that they are superior to the needy. Use the diaries to record the service that they are giving either as a class, as individuals or as families. This can include service to people with disabilities, to encourage children to understand that they are also a part of humanity and the same as them on the inside.
- Sponsor a needy child in a developing country as a school Ceiling on Desires project.
- Invite members of community service organisations to talk about their projects for serving the needy.

Involving families

- Shoe box project: Children take home a shoe-box. They decide the age and gender of the recipient. Children are then asked to fill the box with: something to love, something to play with, something for hygiene, something to wear, something to eat. The boxes can then be distributed to needy people in their own community or in a developing country. As well as children doing it for other children, their parents could be encouraged to do it for needy parents, teachers for teachers in needy areas etc.

POSTER: WHAT MAKES A LEADER?

Key points to make in relation to the poster

The following quotations give an explanation of the key points.

Quotations/sayings

- Like the case of a mother and child, when the mother wants to lift a child, she bends to lift it. Likewise leaders should do and show what they want others to follow. Leaders should not be like History or Geography teachers, who just place facts before the students, but should be like the Physical Education teachers, who demonstrate and show everyone the exercises. Likewise they should do good, be good, and see good.
- There should be no scramble for power or position. What matters is the purity, intensity of commitment and the spirit of self-sacrifice.
- Do not seek to exercise authority over others, seek rather to be useful to them. When one neglects their duty the leader starts causing headaches. Be a servant. Then all strength and joy will be added to you. If you try to be a master you will arouse envy, hatred and greed in everyone around you.

Suggested Starting Points

- Note that the quality beside each photo is one of the main characteristics of that particular leader. For example, Winston Churchill was noted for determination, Mahatma Gandhi for non-violence, Mother Teresa for loving service etc.
- The introduction of this poster could be incorporated with student elections for school council etc., or related to what the senior students do around the school in terms of leadership.
- Ask children who have leadership roles in the school to speak about their roles and responsibilities.
- Hand out awards acknowledging children who have played leadership roles in and out of school.
- Invite a leader from the community/captain of a local sports team to talk about their roles and responsibilities as leaders. Focus on strategies for uplifting others rather than being concerned only with yourself.
- Tell/read stories about the qualities being highlighted or about the people on the posters (e.g. Why is “forgiveness” a special quality of Nelson Mandela?)
- Emphasise that all children have leadership qualities

Song

- Determination: Try Try (from Exeter tape)
- Spirit of Enquiry: Anything is Possible (from Exeter tape)

Stories

- Read/tell stories about the famous leaders shown on the poster and others (see appendix for some examples)

Silent sitting

This poster is about leadership and the qualities of a good leader. In this silent sitting I am going to ask you to dig deeply inside yourself to activate those qualities in yourself. Even if you are never going to become a great leader, you can still activate these qualities to become the kind of person who will bend down to help to lift others up rather than thinking only of yourself. We will use the light in this silent sitting because this is a symbol of lighting up the qualities that are there inside you – whether they are deeply buried or whether they are already close to the surface. Imagine that the light is pouring into your head so that it feels light and bright. Think of it as being like a small ball that can be moved around easily inside your brain and your body. As I name each of the characteristics of a leader from the poster, think about the place in your body or your brain where this characteristic is lying and let the ball of light go to it. Then imagine that this ball is like a small flame, and when it touches the characteristic it causes it to burst into a big flame. Do this for each one, one by one. The first one is determination to keep on trying even when things are not going your way..... Next, forgiveness even if you think somebody has done something wrong to you. The next one is non-violence. If somebody does something that you disagree with, you can find a sensible and peaceful way of solving the disagreement so that everyone comes out as a winner. Now think about the place in you where there is the kindness and the unselfishness to want to do loving service for others, and allow the ball of light to set this quality alight so that it bursts into life. Next find the place where you keep your spirit of enquiry – your desire to find out new and creative solutions to problems and to understand yourself and others – and allow that to be lit up. Now you can feel yourself to be alive with some of the qualities of a good, unselfish and caring leader. Finally take a minute to imagine yourself using these qualities in your daily life. It might be in a group activity in class, in sport, in a group or club that you belong to. Just imagine yourself and the other people in the team or group, and imagine that you are so strong that you are lifting everybody else up high and that they are being lit up by your light as well – until the whole group is light and bright and everyone is able to contribute their best for a good outcome.

Follow-Up Activities for the Classroom

- Brainstorm in groups about what makes a leader. After some discussion and sharing of ideas, show photos of leaders who have been strong powerful leaders but not good people (eg Hitler). Repeat the brainstorming but this

time ask the question “What makes a GOOD leader?” Discuss the differences between leadership qualities and being good leaders.

- Assign some kind of leadership role within the school to every child in the senior class. Discuss with them from time to time about whether they are following the examples of good leadership they have decided on.
- Do follow-up research on people (either world-famous or in their own communities) who are good leaders and the qualities they display.
- Do follow-up research on the five great leaders shown on the poster and their special qualities.
- Make posters/booklets with children’s ideas (in words or pictures) about: Forgiveness means..... (etc.)
- Ask children to find stories/poems/songs/pictures etc. to add to a class book about leadership.
- “Spirit of Enquiry” can be linked to existing materials on thinking, for example de Bono’s Six Thinking Hats (see appendix); mind mapping
- Use the idea of children recognising their own unique gifts and talents to support others in a leadership role (see Diamond of the Week in the appendix)
- 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.

Community service/Selfless service/Ceiling on Desires

- Focus for a day/week on one of the leadership qualities shown on the poster and ask all children to put it into practice in as many ways as possible. Discuss what they did and the outcomes in a class meeting.

Family involvement

- Ask children to explore how they can do the above activities at home or in the community.

Recognition and awards to students who have made good use of the value/s

- Give an award to the individual children/families that put the best ideas into practice.

Teacher modelling/integration throughout the day

- Make a point of referring to the poster regularly throughout the day when you observe a child displaying one of the qualities shown on the poster.

POSTER: HELP EVER, HURT NEVER

Key points to make in relation to the poster

- Strength in unity: If we work and co-operate together and combine our own individual special strengths we can achieve more than if we work alone.
- On one hand it is important for us to help each other – on the other hand it is equally important that we do not do anything to harm any other person or thing.
- Everyone makes mistakes sometimes. We all hurt ourselves or others (including the environment). What can we do to forgive ourselves and put things right again?
- Some people say that it is better to tell a “white lie” to avoid hurting somebody than to tell them a painful truth. In fact this is not the most suitable way to behave. If we tell a child that his work is excellent when it is not, the child will know that we are not telling the truth. It is better to find something truthful that you can say to them to make them feel better or to say nothing at all rather than to tell a lie to avoid hurting.

Quotations

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/helping

- 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 fulfilment 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.

Suggested Starting Points

- Discuss the two statements on the poster: “Help ever, hurt never” and “Working in unity provides strength”. Ask children to prepare a roleplay to discuss with the rest of the class.

Songs

CARE FOR THE EARTH

Now is the time to care for our Earth,
Whoever we may be.
To join our hands, our souls and our hearts,
And to work for unity.

Chorus:

For the world to be a beautiful place,
Full of flowers, birds and trees.
The future lies with nobody else,
It depends on you and me.

The time has come to plant more trees,
Make the air pollution free.
Respect all life, the animals too,
And to live in harmony.

Chorus:

For the world to be a beautiful place,
Full of flowers, birds and trees.
The future lies with nobody else,
It depends on you and me.

WORK TOGETHER

If we can work together, in peace and harmony,
If we can work together, the I and you are We.
If we can work together, in peace and harmony (yes)
If we can work together, how happy we will be.

Exeter Songs: Asking for Help; I Can Help

Stories (see appendix)

- The Farmer’s Sons

- The Horse and the Donkey
- The Stomach
- Atria's Amazing Miracle (shows how one person's helping can make a big difference to many people)
- The Importance of Each Colour
- The Parable of the Spoons

Spirit of Help Among [Australian] Aborigines

First the mind is trained to control pain through concentration, and to master appetite, human desires and fear. When the boys and girls have passed through these initiations, they are declared to be men and women, and they are then expected to take upon themselves responsibilities of manhood and womanhood. They must think of their duty to their tribe and to the whole of the race belonging to other tribes. They fulfil this rule not by work in teaching, not in writing on rock, but by deed....

The young men go out to hunt for food. When they return the food is distributed to the members of the tribe. After everyone is supplied, the hunter receives his portion, even if there is not very much left. The hunter receives what he is given without a murmur, satisfied that he is doing a good deed. The wives of the young men take upon themselves the responsibility of making the lives of the old and infirm, the widows and orphans of their tribes, happy and comfortable. ...The young men and their wives continue in this good work until they become old and infirm, then those who in the meantime are being educated take up the responsibility. This goes on for generation after generation, each living for the other, the strong caring for the weak.

No person or tribe will ever attempt to have more worldly possessions than the other. Perhaps the hunting ground of one tribe might be a lagoon, and the food consisting chiefly of fish and wild fowl, and a neighbourhood tribe's may be the bush, the food consisting of the flesh of animals, in which case they would barter or exchange fish and wild birds for animal and herb food, gum and wild honey. No one of either tribe would trespass upon the hunting ground of the other. ... There are occasions when one tribe will ask another, or be invited by another, to spend two or three months to enjoy their hospitality, and the visiting tribe when it returns home will invite the other.

Taken from David Unaipon (2001). *Legendary Tales of the Australian Aborigines*, Melbourne: Melbourne University Press, pp.137-139.

Silent sitting

Strength in unity:

With your eyes closed, picture yourself sitting in your place in the classroom. Imagine that you are making a big web, like a spider web. You do this by throwing a ball of golden thread to one of your classmates, who holds onto the end he/she has caught and throws the rest of the ball to another and so on. Watch as your

classmates throw the thread from one to another, until every person is holding a piece of thread that joins them to the network. The thread is not very strong – it looks as if it could break easily, so you need to do something to make the web stronger. Now imagine that each person is sending their own special strengths or skills along the thread so everyone is contributing something to the web. As this happens you see that the web gets stronger and stronger. It is strong because everyone is contributing

Help ever hurt never:

Imagine yourself as a huge giant. You are so big that you can pick up even the biggest elephant easily and hold it in your hand. Because your feet are so big you can easily crush trees and houses as you walk around. Imagine though that you are a very gentle giant. Imagine yourself walking around the country, stepping very carefully so that you will not hurt anyone or anything. If you are in danger of stepping on any living creature, you will gently pick it up and move it to a safer place. Each time you pick something up and move it, feel yourself sending love to it from your heart... From your great height you can look down and see any living creatures – humans, animals, or plants, that need your help. Imagine what you can see, and then imagine yourself very gently doing whatever you can to give them the help they need..... Now, imagine yourself opening your mouth to speak. Even though you have a very big voice, the words that come from your mouth are true but sweet. Imagine all the living creatures turning to listen to your voice because your words are so sweet.

Follow-up activities

- Because we are human we often hurt people, animals or the environment even if we are being careful not to. However, we need to take responsibility for our actions and forgive ourselves and get forgiveness from the person/thing we have hurt. This also brings in the social skill of learning to say sorry from the heart.
- Invite children to share mistakes they have made and encourage them to be truthful about this. (The teacher can start this activity by talking about a mistake he/she made and describe a solution. The class can then return to the mistakes the children have described and suggest what they could have done to prevent hurt. In a class meeting the children can brainstorm about a selection of these.)
- Invite children to discuss the following scenarios and report or roleplay their solutions:
 - *You are playing football. One of your team members misses the ball and you call them an insulting name, then after you have said it you feel bad.*
 - *A classmate asked to join in your basketball game. You said no because the classmate didn't know how to play properly. He/she cried when you said this.*

- *You deliberately tripped someone up as they went past because you thought it would be a joke, but they fell and hurt themselves.*
 - *You threw rubbish out of the car window.*
 - *You took your sister’s new basketball to school and lost it.*
 - *You were playing with a ball inside the classroom and broke a vase.*
 - *You forgot to turn the tap off after you finished cleaning your teeth and left it running all night.*
 - *You stole some sweets from the counter in the shop.*
 - *You told a lie and this caused your friend to get into trouble.*
 - *You trampled on some plants while you were playing in the garden.*
- As each group presents their solution/s, have a panel of children who judge according to three criteria: Is it truthful? Is it necessary? Is it said with love? The children who are the judges could hold up cards with scores out of 10 (as in the judging process for diving or gymnastics). [Please refer also to the poster “Be a Traffic Light”
 - Spend time at regular intervals to build the sense of community in the class. Ideas can include: displaying photos of each class member, developing class values and rules that the class agrees on, having a social function with team games to encourage the idea of working together to support each other, have children working in different groups so they get to know others in the class.
 - When children are working on group activities use strategies such as: every team member is responsible for the success of every other member; give each group member a role (e.g. in a group of 5, a scribe, a time-keeper, an encourager who makes certain every member participates and is given encouraging feedback, a reporter; and an investigator whose job is to go around the room to find out what other groups are doing and bringing this back to share with the group.)
 - Teach children effective strategies for asking for help when they need it (what to ask, who when to ask, when to ask and how to ask – asking in a way that you put responsibility on yourself to do the thinking rather than putting the responsibility onto the helper to think for you). Build up a class helping register of each child’s strengths and abilities so if somebody needs help with a particular thing they know who is the best person to ask besides the teacher.
 - Teach children how to give help effectively. For example, if you want to help somebody else try to do it in a way that makes them responsible for their own thinking rather than taking it out of their hands and doing it for them. Learn how to decide if somebody needs help or if it is better for them to try to do it by themselves with or without your guidance. Talk about how to offer help.

Use the quotation: “If you a man a fish for a day, if you teach him how to fish you feed him for a lifetime”.

- With older children look at organisations such as United Nations, World Trade Organisation, European Union, international service clubs and the way they work in unity to eradicate problems in the world.

Community service/Selfless service/Ceiling on Desires

- Use the My Helping Diary (see Appendix). This can be adapted to have a different focus each week, for example: helping the environment, helping somebody who is unhappy, being a helpful bus/train passenger, helping to save water, helping the elderly, helping support children who are new to the school, helping the new trees that have been planted in the school yard to grow strong, helping children who are living in an orphanage/in hospital, helping classmates who are having problems with their behaviour, helping yourself and others to be optimistic... The important thing is to discuss with the children that they can do this best if they work in unity to each contribute their own special strengths.
- Invite people from the community to come to the school to talk about their projects (with an emphasis on how people work together to combine their strengths to do their work) and to tell the children how they need help (for example somebody from a home for the elderly could invite them to put on a concert).

POSTER: BE A PEDESTRIAN LIGHT

Key points to make in relation to the poster

- It is important to develop all of the 'green' qualities so they become so strong that there's no more room for the 'red' ones
- [For teachers and parents to reflect on, to understand the importance of teachers and parents to role model these in all aspects of their lives]

A student who lives with criticism learns to condemn.
A student who lives with encouragement and praise learns confidence and appreciation.
A student who lives with hurting and hostility learns to fight.
A student who lives with caring and security learns to have faith.
A student who lives with jealousy learns be resentful and spiteful.
A student who lives with respect and approval learns to like himself.
A student who lives with selfishness learns to think only of himself.
A student who lives with sharing and fairness learns to get joy from others.
A student who lives with teasing and ridicule learns to be shy.
A student who lives with acceptance and friendship learns to find love in the world.
- It is important for parents and teachers to remember that, in encouraging children to develop the 'green' qualities it is also important to set boundaries for the 'red' ones so that when they go beyond the boundaries in showing these qualities they need to be disciplined/face the consequences.

Quotations

- Transformation must begin with the individual. When the individual changes the world will change. This transformation has to take place in the minds of people. Right thoughts will lead to right actions.
- If one desires a change one must be that change before the change can take place.
- People with clenched fists cannot shake hands. (Source unknown)
- You can do anything in life you set your mind to, provided it is powered by your heart. (Doug Firebaugh)
- The place to improve the world is first in one's own heart and head and hands." –(Robert M. Pirsig)
- If I were asked to give what I consider the single most useful bit of advice for all humanity, it would be this: Expect trouble as an inevitable part of life, and when it comes, hold your head high. Look it squarely in the eye, and say, "I will be bigger than you. You cannot defeat me." (Ann Landers)

- Rough spots sharpen our performance. And more often than not, obstacles can be turned into advantages. You just can't let your disappointment get in the way. (Harvey Mackay)
- Human beings need appreciation to thrive. There are three aspects to appreciation: the appreciation of life in general, the appreciation of others, and the appreciation of ourselves. We look for it outside ourselves but it's not going to come from there. It has to come from inside, first and foremost. To be able to appreciate ourselves we need to forgive ourselves for things we have done wrong in the past and congratulate ourselves for the things we appreciate about ourselves. (Dr. Noelle Nelson, *The Power of Appreciation: The Key to a Vibrant Life*)
- What is there to fear? The individual is but a nutshell which, once broken, reveals the valuable kernel inside. Nuts are not to be treasured for their inedible shells but for their fruit. Those who are satisfied with the ego's limitations turn the long stretch of life itself into a delusion. (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)

Suggested Starting Points

- Teachers can be prepared in advance to identify children who are good examples of the 5 qualities listed on the poster and present them with merit awards as a way of introducing the project to develop these qualities.
- Each week read a different story about one of the qualities, to help the children to understand what they really mean.

Songs

- Let us be Brave (emphasise here that outgrowing the 'red' qualities by developing the 'green' ones is synonymous with moving from the darkness into light)
- I Have a Light Inside of Me
- Thought, Word and Deed
- Exeter song: A Friendly Look, a Friendly Voice
- Please also check the song lists for songs relating to specific qualities on this list

Story

- Attitude is Everything (see appendix). The message in this story is that we always have two choices about how to think and act – the negative choice and the positive one. If we stop and think before acting we can make the decision to choose the positive one.

- Shake it Off and Step Up (see appendix). This story shows us the benefits if we stop to think before we act.

Silent sitting

Use the Light Visualisation (see appendix). Remind children that if they use the light to fill their heads, their hearts and their hands the light is a metaphor for purifying their thoughts and their words.

Follow-up activities

- Discuss the meanings of each of the corresponding ‘red’ and ‘green’ qualities. For example, what does criticism look like, feel like and sound like? What are some examples of how others have criticised you or you have criticised others? It is very important for children to understand that these ‘red’ qualities can occur in subtle ways but that can still have devastating effects. Then move to discuss ‘encouragement’. This discussion could be the focus for class meetings. Follow-up questions can include “What might you do if (e.g.) somebody is criticising you?” or “What can you do to prevent yourself from becoming critical?” Please note that the main focus of this poster is that by developing the ‘green’ qualities students will automatically begin to leave the ‘red’ ones behind, so while it is important for students to understand the negative ones the main focus should be on the positive ones.
- Ask students to find other pairs of qualities in which the ‘red’ one can be damaging to themselves and others and the ‘green’ one can help everyone to be happier
- For older children: Practise turning the negative quality into the positive one (e.g turning common criticisms they have encountered in their own lives into encouragement)
- Find examples of local people who are good examples of the ‘green’ qualities
- Establish a class agreement/policy that ‘In this classroom we show encouragement by’ Invite students to contribute to the agreement, either in picture or word format. Do the same for all of the ‘green’ qualities and display them in the classroom.
- Divide children into small groups to develop a presentation to demonstrate one of the qualities. (This could be a roleplay, a mime, or a game of charades). Ask the other groups to guess which one they are modelling.
- Jealousy is a particularly important quality to discuss with students, as it can be very destructive. Students need to develop the understanding that everyone is good at some things and not good at some things – it is important to appreciate everyone for the things they are good at and to feel as happy for others when they achieve something good as we would feel for ourselves. The following useful discussion points about jealousy have been extracted from Ora Pate Stewart, *Australian Natural Health*, 5, 3, p.49).

- *Jealousy pricks at our common sense until there are so many holes in it that any half-baked idea about another’s real intentions trickles through into that part of us that insists we must react or retaliate.*
- *Jealousy is the epitome of selfishness. We see what we want, we recognise we don’t have it, and we feel a level of animosity between ourselves and the person who does. A healthy alternative is to turn our jealousy into admiration and use the other person’s object or quality as a plateau to aspire to.*
- *Jealousy can turn into spite.*
- *Contentment extinguishes jealousy. If we ever find we are not content with ourselves we run the risk of finding an attribute in another that we think would make us better.*
- *Nobody can MAKE you jealous – you do that on your own.*
- *The person who is jealous is the one who suffers. The cure is two-fold: do more for others and to improve oneself. When we help others we forget about our insecurities and see that we’re making a difference and that we’re of worth.*
- *Remember that sometimes we’re up and sometimes we’re down. Sometimes we’re in the spotlight, other times we’re in the shadows. Everyone seems to have their time to shine. Don’t ruin another’s moment with your spite and demise.*
- Appreciating ourselves and others. Ask students to keep a journal over a specified period of time, and each day to write down one thing that they appreciate about themselves. Give each student a class list and ask them to write something they appreciate about each of their classmates. (It can be a very valuable exercise to compile these and give each student a list of the qualities that others in the class admire about him/her.

Community service/Selfless service/Ceiling on Desires

One of the greatest service activities we can do for others is to transform ourselves by building up the “green” qualities in order to make the “red” ones diminish. If we do this we become good to be around and we make others feel good. At the same time our modelling can inspire others to change in the same way.

Recognition and awards to students who have made good use of the value/s

- Ask students to write about what they have done in the past week to demonstrate the ‘green’ qualities in different ways (e.g. caring for your neighbours, for the environment, for the classroom and playground, for your friends, for classmates with special needs, for yourself)
- Over a period of 5 weeks present merit awards in assembly to children who have been seen to be making an effort to strengthen these 5 qualities in

themselves. Follow this up by giving ‘surprise’ awards at unexpected times during the year so that children develop the understanding that these qualities are lifelong, not just for a certain time frame.

Teacher modelling/integration throughout the day

- Topic for discussion in staff meeting. What do you do/can you do to encourage the development of these five qualities in the classroom and in the total school environment?
- As we have mentioned before, it is vitally important for teachers to take responsibility to model the desired qualities in their own interactions with students and colleagues.

Community/family involvement

- Send a class letter to parents or include it in the school newsletter. We have used below one example, encouragement, but teachers can easily adapt these ideas to fit the other four qualities.
- This week Grade xx is focusing on encouraging ourselves and others. This includes:
 - *genuinely praising something good that we see somebody doing (as opposed to giving false praise for something they have not done)*
 - *correcting mistakes by praising the behaviour you are trying to encourage rather than scolding when the undesired behaviour occurs*
 - *finding ways of criticising constructively and positively so that people can learn from their mistakes rather than being hurt by your words (e.g. “I really like it when you put your dirty clothes in the laundry basket” rather than “Your room is always a mess with dirty clothes lying everywhere”)*
 - *finding non-hurtful ways of telling others the truth about their mistakes or shortcomings*
 - *positive self-talk (i.e. giving ourselves encouraging messages about our own good qualities and desired behaviours rather than putting ourselves down)*
 - *asking ourselves the question “How would I like somebody to say that to me?”*
- We would like to invite you to help at home by doing the same. Here are some suggestions.
- Try to say at least two of these to your children during the next week, and reflect on whether there is any shift in the balance from either the parent or the child winning to becoming a win-win situation for both.

1. You sound upset. Why are you so upset? Tell me more.
2. So you don't want to do what I have asked? What would you need to feel good about doing it?
3. I love YOU but I don't love your behaviour. I can't force you to do it. I hope you will do it because it is the right thing to do.
4. When you do xxxx I feel angry/hurt/sad. I don't want to talk about it now because I feel that way now. Let's talk about it later.
5. I don't want to talk about it now because I can see that you are angry/hurt/sad. Because I care about you and what happens to you I would like to talk about it later when you feel better.
6. I can't make you do this. It is your choice whether you do it or not. But if you do not do it, there will be a consequence. (For example, with a young child: "When you have picked up your toys we can read a story together", "If you do not there will not be time for the story because I will have to pick up the toys". With an older child: "We agreed that you would take responsibility for putting your dirty clothes in the laundry. If you didn't do that and your jeans haven't been washed, you will either have to wear them dirty or wear something else.")
7. We need to do.....(e.g. keep the room clean). How can you help?
8. Instead of saying, "You have to do this", say, "This needs to be done. What can you do to help?"
9. If children are not sharing tell them firmly that it is not the right behaviour to take something away from another person. If necessary tell them that the consequence is they cannot use that toy, and gently but firmly take the toy away. Then sit down with both children together and read them a story about sharing, do silent sitting together, or do something together like helping you to prepare the meal.

POSTER: CULTURE AND HARMONY THROUGH MUSIC

Key points to make in relation to the poster

- Music has traditionally been used in many cultures as a way of promoting health and well-being – research has shown how the vibrations of different kinds of music have different effects on the human body, mind, emotions and spirit.
- Music is a way of bringing people together in harmony.
- Musical intelligence is one of the multiple intelligences identified by Gardner. It is important to give all children the chance to develop their musical skills to their full potential.
- Music and group singing is an important methodology for Education in Human Values as this is a way of inculcating important human values into children's subconscious minds. Consequently it is important for teachers to select songs that use meaningful lyrics that will uplift children or give them a framework for what to do in difficult times (for example the songs accompanying these materials).
- Music and song are such powerful tools that we should be looking for innovative ways to use them in the classroom
- Research has shown that children who learn to play musical instruments become finer people. They develop mental and muscular co-ordination, discipline, endurance, artistic, aesthetic and emotional qualities and have higher intellectual and emotional development. [Gillian Christie, *Nature and Health*, 5, 2]

Quotations/sayings

- Music is the food of the soul
- The vibrations emanating from [song] make the heart vibrant. If you sing alone the vibrations return to you as reaction. But in community singing, what you have is not a reaction but a wave of vibrations. They enter into the atmosphere and purify the polluted air. The atmosphere today is polluted by bad thoughts and feelings. When you sing the bad vibrations in the air are destroyed and the air gets purified by a treatment with antibiotics as it were.
- Let melody and harmony surge up from your hearts and let all delight in the Love that you express through that song.
- Derive strength and joy – singing in your heart.
- It [music and song] encourages man to dive into himself and genuinely be his real self.

- Sing with all your soul, sing aloud, sing in chorus, so that the atmosphere polluted by the noise of greed, hatred and envy can be purified by the [uplifting] vibrations.
- The task of art and music is to take hold of the shining, the radiance, the manifestation, of that which as spirit weaves and lives throughout the world. (Rudolph Steiner)
- Songs are sneaky things; they can slip across borders. And into hearts. They can set the conscience on fire and spur individuals to stand up for what is right. [Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion, p.146.]
- Listen to the music of the whales, dolphins etc. and discuss how important it is that these voices should not be silenced. [Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion.]
- Kepler attempted to show the correspondences between the intervals in a seven note scale and the spacings of the planets. He later asserted that the musical proportions were innate in the human soul.... Since the musical proportions are inborn, the individual therefore reacts spontaneously to external manifestations of harmony. In other words, we recognise music because we are part of the same mathematical sequence that exists throughout all nature. (Malcolm Harrison, *Nature and Health*, 5, 2)
- See deep enough and you see musically; the heart of nature being everywhere music if you can only reach it. (Thomas Carlyle).
- Human bodies may be likened to musical instruments. Like many kinds of stringed instruments our bodies resonate to the sounds around us. Some of these sounds can induce feelings of wellbeing, others can create stress and disorder. Some, at sufficient intensity, can kill. (Malcolm Harrison, *Nature and Health*, 5, 2)

Suggested Starting Points

- In a single assembly or over several, have an international music festival where students and teachers present musical items from different countries.
- Use group singing with the whole school in assemblies.

Song

- The list of appropriate music and songs is endless so we have mentioned any only a few examples here. Please refer to the accompanying Education in Human Values songs.
 - *Give Peace a Chance (John Lennon)*
 - *The Greatest Love of All (Whitney Houston)*

- *Peace Will Come (Melanie)*
- *Peace Train (Cat Stevens)*
- *All I Need is Love (The Beatles)*
- *The Power of Love (Celine Dion)*

Stories

- Stories of great musicians who have been people of good character, or who have contributed to the world despite having physical impairments (Beethoven was deaf, there have been many blind musicians etc.)
- Movie: *Music of the Heart*, starring Meryl Streep. The uplifting true story of violin teacher Roberta Guaspari (Streep), a woman who battled insurmountable odds to teach underprivileged children in East Harlem the gift of music. As Roberta struggles to convince a skeptical school board--as well as skeptical parents--that this music will help the children immensely, she must conquer seemingly insurmountable odds to do just that. Eventually, she does. Ten years later, the program has spread to other schools and is a smashing success. This is an excellent example of the harmony that can develop in troubled children through music. Based on the documentary SMALL WONDERS, MUSIC OF THE HEART.

Silent sitting

- Use the music that children collect to listen to during silent sitting. You may wish to invite children to reflect on their feelings.

Follow-up activities

- Ask children (especially if they come from multicultural backgrounds) to bring examples of music/songs from other cultures that either (a) are used in the culture for the purpose of bringing about health and wellbeing or (b) are related to the theme of harmony. Ask the whole class to listen to the music and to reflect on/write about something they have learned to appreciate about the culture or have learned about the culture from listening to the music.
- Do experiments in which plants are exposed to different kinds of music (from heavy metal to popular to classical) and document the effects over a period of time. Discuss the effects that music must have on human beings if it has this kind of effect on plants.
- Ask children to describe how they feel when they play a musical instrument. Also encourage children to move/dance to different types of music and discuss the effects this has on their wellbeing.
- Helping children to understand themselves better through music: Find some music they particularly identify with (eg that reflects something about

themselves or has given them strength in a time of difficulty) and explain why they identify with it.

- Water Photography (From Masuro Emoto: *Messages from Water*, IHM General Research Institute, HADO Kyoikusha Co. Ltd, Vol.1 & 2 – a good website to visit is http://www.life-enthusiast.com/twilight/research_emoto.htm) Masuro Emoto took samples of water from various sources and froze drops. At the moment the ice started to melt, he took highly-magnified photographs of the droplets. He experimented with exposing the water to different stimuli, such as different types of music, prayer, anger etc. The heavy rock metal caused the droplets to be very dark and turbulent, while the classical music caused them to be white and symmetrical. If different types of music can have such a dramatic effect on water, what kind of effects might they have on people?
- Find examples of music that contribute to a certain value (eg peace). Play this music while children work and discuss the effects. (Note: Research has found that Mozart's music and Indian Classical music are good for improving concentration]. Music can also be used with headphones to calm children who need to be calmed.
- Use the quotation "Musicians for centuries have expressed the yearning for two kinds of peace, inner serenity and a world without war" (Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion). Find examples of both kinds of music
- Collect examples of music and songs on the theme of Love. Classify these into different kinds of love (romantic love, love of your country, love of the divine etc.) Discuss with children what Love really is. For example, is the kind of song about heartbreak at the loss of romantic love really about Love? [Use this to discuss with children the ultimate goal of being complete within themselves so they will not be shattered if a significant person in their lives leaves them.]
- Ask groups of children to select a particular culture and review samples of music from that culture to choose one that best reflects the culture.
- One of the best ways to feel joy in your heart and soul is to listen to the finale of Beethoven's masterful *Symphony No. 9, in D Minor, Op.125*. This choral piece is based on Schiller's poem "Ode to Joy" which affirms the unity of all. ... To ride wave after wave of this surging sound is to experience the exhilaration of true joy and freedom! [Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion, p.138.]

Community service/Selfless service/Ceiling on Desires

- Perform multicultural musical performances, songs or dances for community groups, such as homes for the elderly or the mentally handicapped.

- One strategy for using music to create a harmonious school environment is to use it instead of a siren or bell to signal that it is time to go into class or to assembly. Senior students can be responsible for this. Many different kinds of music can be used, including the EHV songs.

Involving families

It is suggested that students are asked to involve their families in selecting suitable music for the above suggested activities, which includes discussions about the purposes for making particular selections.

Teacher modelling / integration throughout the day

Talk to the children about how you use music to create your own inner peace and harmony, deal with stress, gain inspiration etc. Share examples of your favourite music with the students.

POSTER: GOOD HEALTH

Please note that this poster overlaps with Be A Pedestrian Light, What Makes a Good Leader, Help Ever Hurt Never, Smile, Inner Computer, Qualities of a Successful Student

Key points to make in relation to the poster

- What does good health mean? Physical, mental, emotional and spiritual health are all essential
- We all need to take responsibility for our own good health and keeping all dimensions of our health in balance.
- The good we eat not only affects our physical health, it also affects our thoughts.
- The way we use our five senses to take in information from the world around us contributes to the state of our health.
- People can change the health of the world by changing our own health.
- It is important to develop good habits of self-discipline to maintain good health.
- If you are working hard on the positive there will not be any room for the negative.
- It is natural to make mistakes and to feel negative emotions sometimes. The important thing is not to be dragged down by these but to use them as tools for learning.
- It is important to believe in yourself.
- Thought is very powerful and our subconscious mind needs positive programming because it controls our physical, mental and emotional functions. Positive affirmations can be a powerful tool in changing your health.
- We need to think positively about all aspects of our health as this can programme the sub-conscious mind to create good health. For example, instead of thinking, "I feel tired and unwell", think, "I want to feel well so I will focus on the parts of my mind that are responsible for programming me to feel well." (Wayne W. Dyer, *Inspiration, Your Ultimate Calling*, Australia: Griffin Press).

Quotations/sayings

- Nature, time and patience are three great physicians. (H.G. Bohn)

- He who has health has hope, and he who has hope has everything. (Arabian Proverb)
- A man too busy to take care of his health is like a mechanic too busy to take care of his tools. (Spanish Proverb)
- Wisdom is to the mind what health is to the body. (Francois De La Rochefoucauld)
- Almost all unhappiness in life comes from the tendency to blame someone else. (Brian Tracey, *The Treasury of Quotes*)
- Everyone is responsible and no one is to blame. (Will Schutz)
- I am free because I know that I alone am morally responsible for everything I do. (Robert A. Heinlein, *Stranger in a Strange Land*)
- I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime. (Elizabeth Kubler-Ross)
- I take care of myself, because I learned early on that I am the only person in life who's responsible for me. (Halle Berry)
- In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility. (Eleanor Roosevelt)
- Responsible persons are mature people who have taken charge of themselves and their conduct, who *own* their actions and *own up* to them-- who *answer* for them. (William J. Bennett, *The Book of Virtues: A Treasury of Great Moral Stories 3*)
- The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny. (Albert Ellis)
- To decide to be at the level of choice, is to take responsibility for your life and to be in control of your life. (Arbie M. Dale)
- We need to teach the next generation of children from Day One that they are responsible for their lives. Mankind's greatest gift, also its greatest curse, is that we have free choice. We can make our choices built from love or from fear. (Elizabeth Kubler-Ross)
- Anger is another enemy of good health. It injects poison into the blood-stream and brings about profound transformation that damages it.
- Gossip. 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. One is injuring oneself through indulgence in this evil habit.

- When a person is ill, the physician prescribes not only medicine for the disease but also a dietary regimen to be observed strictly. Likewise, for the diseases arising from mundane attachments, qualities such as forbearance, calmness, fortitude, love and compassion have to be cultivated as dietary regimen.
- For achieving anything in the world, a sound body is essential. The body is the primary requisite for the pursuit of Right Conduct. The body has to be in good health. But what is the purpose of having a healthy body? It should be utilized for healthy activities. All over the world people are forgetting Right Conduct and are immersed only in the pursuit of wealth and sensual enjoyments. This is totally wrong. Good health is essential for utilizing the body for good deeds. Of what use is a body used for evil purposes.
- For accomplishing any task, good health is necessary. The body is given only to do righteous deeds. As it is the instrument for action, it should be maintained in proper condition. Because of the anxiety and worry to which we are subjecting ourselves our health is affected. The causes of cardiac trouble are hurry, worry and curry. By “hurry”, the system is made to work abnormally fast, which affects the heart. “Worry” also causes ailments, such as ulcer, etc. By eating beyond limit and fatty food, the cholesterol level is increased, causing heart trouble. By controlling food habits and avoiding excessive stress and strain one can maintain good health.
- Internal purity. Both inner and outer purity are essential for our physical and mental health. Most people are concerned only about external physical cleanliness. People tend to ignore inner cleanliness in the belief that the heart and mind are not visible to others.
- Health is derived from the word “Heliom” which means sacred. The human body is sacred. Man is a combination of body, mind and spirit. For proper functioning each is dependent on the other. The body depends on the mind and the mind should depend on the spirit. Only by maintaining the proper interrelationship can the body be healthy.
- We need a healthy body for a healthy mind, filled with good thoughts. It must be recognized that sports and music have been designed to confer health and happiness on us. But physical fitness alone is not enough. Mental health is equally important.
- It is through pain that pleasure is gained. Darkness enables us to appreciate light. The worst diseases that torment people are hatred, envy and egotism. Even doctors cannot cure them. One should develop equanimity and serenity, if one desires to be free from these diseases.
- Evil thoughts cause ill-health. Anxiety, fear and tension also contribute their share. All these result from greed; greed to have more of things, of power and of fame. Greed results in sorrow and despair. Most illnesses can be

cured by simple living, simple exercises and by intelligent control of the tongue.

- To ensure perfect health, it is essential to get rid of internal impurities and take in only wholesome food. Equally for preserving mental health, similar two-fold action is necessary. The ills that afflict the mind have to be got rid of by eliminating bad thoughts and purifying the mind.
- We should not consume any and every type of food merely to appease hunger or the palate. We must eat only pure food. Our thoughts are determined by the kind of food we consume. For instance, as is the firewood so is the fire as well as the smoke. If you use sandalwood you will get fragrant smoke. If you make use of a foul-smelling kind of fuel you will get a foul-smelling smoke.
- The Five Senses: What is consumed by the mouth is not the only food that enters the body. The other sense organs like the eyes, the ears, the nose and the hands also consume objects from the external world. Hence, just because we take fruit and milk through one of the five sense organs, we cannot claim to have taken pure food, unless the food taken through all the five senses is pure in nature. Through the eyes you have to see only what is pure. To see all kinds of things indiscriminately will spell disaster. The ears too need pure food. Let us always hear good and pleasant things about others. In this way we must safeguard the ears from being polluted by hearing bad things. Only fragrant sweet-smelling scents should be absorbed through the nose. If you inhale foul air, you will be breathing in disease-producing organisms. We all need to inhale pure air, in a clean open space. The hands also should be used to consume pure food. In other words, you should perform only good acts with your hands.
- When you clean your house daily and go on dumping the sweepings in one place it will grow into a big heap. Likewise, when you go on dumping into your body various kinds of food so many times per day your body will grow like the heap of garbage.
- It is your duty to ensure that the body is not subjected to diseases and is maintained as a fit instrument. As long as you sail in this river of life, you must see to it that the boat of your body does not develop holes or leaks thereby preventing water from entering into the boat. The boat may be in water, but there should be no water in the boat. Remain in the world and attend to your duties, but don't allow worries to enter your mind and make your body susceptible to all kinds of diseases.
- The equipoise derived from mental quiet cannot be overpriced. Hospitals could be made emptier, asylums could be less filled and countless homes become far happier if it were universally practised. (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)
- A person who depends on others for his/her help or happiness depends on reeds that may break, but a person who depends on the inner self will never

be betrayed. (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)

- As soon as one is aware that one is losing self-control, thought should be turned inward and held still, as still as can be. This will quieten the emotion. . (Paul Brunton, *The Quest of the Overself: The Classic Work on How to Achieve Serenity of Mind*)

Suggested Starting Points

- Invite classes to share what they are already doing to promote good health
- Invite children to give a short talk, show banners etc. to promote each aspect of good health.

Song

EHV song – Getting Better Every Day

Story

Talk about stories of good leaders (either in history – see examples in appendix – or people in their families or communities who are good leaders because they lead others to be more healthy in any of the dimensions of physical, emotional, mental or spiritual health.

Silent sitting and creative visualisation

Close your eyes and, for a few seconds, imagine that you are looking in a mirror at your own body – physical, emotional and mental. As you look, take note of any place in any of these parts of your body where you have less than perfect health. For a few seconds just imagine that you are watching this body part. Think about what might have caused this non wellbeing – maybe eating the wrong food, not getting enough sleep, holding onto anger, or breathing polluted air. Now imagine that you are walking beside a pool – this is a special pool because it is a pool of well-being. See yourself stepping into this pool and immersing yourself in the warm, comforting water. Sit or lie there and feel the well-being is seeping into your body, through your skin, filling your whole body..... Now step out of the pool and sit or lie beside it. This time imagine yourself as an enormous magnet, attracting plentiful well-being to you. As you feel the well-being seep into your body, direct it to the places in your body where you found some dis-ease or lack of well-being, and allow your body, mind and emotions to heal themselves. (adapted from Wayne W. Dyer, *Inspiration, Your Ultimate Calling*, Australia: Griffin Press)

Follow-up activities

- Ask a child to lie down. Draw an outline and cut it out. Then ask students to write on it all the things they need to be healthy- then categorise it.

- Make a pie graph showing the different dimensions of a healthy life (time for school, quality time, health/fitness time, time for chores, time for friends, family time, time for helping others, sleep time, time for developing my own special strengths and talents etc.) Ask children to brainstorm about what should be in their circle then ask them to draw their own pie graphs showing what proportion of their time is spent on each aspect. Discuss whether they need to change anything to have a more balanced life.
- Setting goals (changing self and taking responsibility for self to change anything that is detrimental to their health). Once a week (for example at the beginning of a Health lesson) revisit the goals and think about which ones they have achieved during the week and which ones they need to work on more.
- Ask students to monitor their thoughts over a period of time and, as a group, re-word any negative ones to become positive.
- Ask students to collect positive affirmations that can help to improve health (eg “I love and approve of myself” or “I experience love wherever I go”) and put these on a “graffiti board” in a prominent place in the classroom or elsewhere in the school. At the end of the year, take photographs of the graffiti board and give a copy to each child. Children can use these quotations to make cards or gifts for family members to commemorate various festivals – each child can also be asked to identify a favourite quotation and illustrate or write about why it has helped/inspired them and these can be combined to make a book that can be used as a gift for parents or visitors
- What advice would you give to somebody who is..... jealous, angry, over-weight etc?

Community service/Selfless service/Ceiling on Desires

- Discuss the effects on health of doing something good for somebody else at least once a day.

Involving families

- Send a letter home to parents to tell them about the different aspects of good health that the class will be focusing on and invite them to participate. For example, you can talk about packing healthy lunches for children to take to school, the importance of children getting enough sleep and physical activity, the importance of positive thinking and speaking positively to children etc. Ask children to report on activities that the whole family does to be healthy.
- In particular, remind parents that an important path to good health, as indicated on the poster, is to follow good leaders, hence they have an important responsibility to take a positive leadership role for their children to follow.

- Make a copy of the poster for each family and ask them to display it in a prominent place. Explain to parents how important it is for children to have holistic health in order to do well at school.

Recognition and awards to children who have made good use of the value/s

- Give each child a calendar and ask them to mark every day when they have genuinely not displayed some selected negative emotion (for example not being angry). After reaching of target of, for example, 10 consecutive days, encourage them to reward themselves with something special.
- Ask children to report on activities that the whole family does to be healthy.

Teacher modelling/integration throughout the day

As teacher, share with the children what you do to stay healthy, particularly to maintain health of your mind and spirit.

Do your own pie graph (see follow-up activities above) to identify the proportions of your time spent on different aspects of your life and use this to decide whether your life is balanced in a healthy way or whether you need to redress the balance.

POSTER: SAVE OUR EARTH

Key points to make in relation to the poster

The Earth has reached crisis point as far as the environment is concerned. Survival of many species including humans is threatened. The major cause of this crisis is the human race itself and only we can avert the crisis and create a sustainable environment that will foster the ecosystem and so allow all species to co-exist on Earth. Only when we put into practice the five human values – right conduct, peace, truth, love and non-violence will this become a reality. The ultimate goal is that the whole world will be united in the search for peace and development which is environmentally safe. We will become united in our effort. From unity, human consciousness will be raised.

- Non-violence also means non-violation of the natural laws which create harmony with the environment. Children have to be taught about this and learn to appreciate all life, as well as understand the intricate interdependency of all. Children should participate in planting trees and be encouraged to love and respect nature in all its forms. We should do nothing to harm the ecosystem of the world. Thus the value of love plays an important part in creating a perfect environment for us to live in.
- Truth will help us to understand that we are one with all living things which, of course, includes nature. By harming one part we are harming the whole. With this understanding, love of nature will result and we will automatically play our part in conserving the natural resources of Earth.
- Peace naturally helps to promote harmony with all. With peace in our hearts we reduce our destructive tendencies. Individual peace must ultimately lead to world peace which would eliminate the possibility of war. The consequence of a third World War would be the most harmful and devastating force to the environment. We can see from the recent wars in the Middle East how much harm has been created to the environment. So much marine life has been killed with the release of oil and the current burning of oil fields in throwing dust and smoke into the atmosphere which is creating more carbon dioxide. Finding peace within our hearts is necessary for living in peace and harmony with the environment.
- Right conduct/right action is imperative if the environment's crisis is to be solved. Every individual has to become less selfish and think of the world as a whole and all our actions need to be re-orientated to serve the whole world. We need to change our daily habits and to be motivated by love of the whole by understanding the truth that we are one. The whole of nature exists because of the recycling process so in the same manner we should recycle paper, plastic, metals and other wastes. We should walk or use bicycles instead of using oil consuming vehicles, we should use less energy including electricity and water. We should avoid products that contain environmentally harmful chemicals. Our knowledge has to be concentrated on environmentally sustainable technology.

[Extracted from Art-Ong Jumsai & Loraine Burrows, *Sathya Sai Education in Human Values Handbook for Teachers*, Institute of Sathya Sai Education, Thailand]

Quotations/sayings

- It is because Nature so ceaselessly performs its duty that the world is able to derive so many benefits. The secret and mystery of creation lies in the performance of one's duty with earnestness and sincerity.
- What is the lesson to be learned from the observance of Nature? It is excellence in the performance of duty. It is because Nature ceaselessly performs its duty that the world is able to derive so many sacred benefits.
- Nature performs its specific function. The sun and the moon are ceaselessly doing their duty. The rivers (by flowing towards the ocean) convey the lesson that you should not give up your effort until you reach your destination.
- All things in Nature observe their laws with undeviating regularity. Humans alone violate the laws of Nature.
- Knowledge that does not give harmony and wholeness to the process of living is not worth acquiring.
- Marvellous are the beauties presented by Nature. They are sacred as well as wondrous. What Nature promotes or destroys, what it bestows or takes away are equally amazing. It is not easy to understand these marvels.
- Nature's role is to help us. Mountains help us to build houses by providing stone slabs, quarried from them. Trees provide the timber for constructing houses and also firewood for domestic use. Among animate beings, every creature, from an ant to an elephant, is of assistance to us in one way or another. Cows provide nourishing milk. All other creatures like birds, fish, sheep and others are serving us in their different ways. Seen in this light it will be clear that all things in creation are helpful to us in leading our lives. Even the sun and the moon are serving us. Thus we are deriving innumerable benefits from Nature, and enjoying the amenities provided by Nature in various ways. But what is the gratitude we are showing to Nature? While we are receiving countless benefits, we are offering nothing in return to Nature. This shows how unnatural and heartless our behaviour can be. We are not learning the great lessons Nature is teaching us. The foremost lesson is doing service with no expectation of return.
- Nature is the best teacher.
- 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 tomorrow. Mother Nature exhorts us to discard attachment to ourselves and our earthly possessions.

Suggested Starting Points

- Invite a guest speaker, for example a local government representative or a parent whose job or community service involves environmental issues, to talk about local environmental issues, current initiatives to address these, and what individuals can do to help.
- Before the assembly ask some children to take photos of environmental problems in the school or community environment and make a presentation in the assembly to raise awareness.

Songs

- Care for the Earth
- Take a Lesson from the Sun
- I am a Little Ant

Story

Starfish (see appendix)

Message: We all think that, as individuals, we are “too small” to be able to make a difference to saving our Earth. But this story shows that one person can make a difference even if only in a small way. (Also link to the poster One Lamp Can Light Many Candles).

Silent sitting

Close your eyes and imagine that you are in a spaceship, moving far, far away from the Earth. As you move away, you look back at the Earth from the window of your spaceship. As you watch, you can see clearly what people are doing. Watch them. Some are throwing chemicals and rubbish into the clean water. From your spaceship you can see the blue water turn to red or brown. Now you can see many people wasting water. Look at the many ways they waste water, without even realizing it. You can see people throwing down rubbish – plastic bags and other things that will not break down into the earth. You can see people cutting down trees and not planting new ones to replace them. As you watch, you can see what this bad treatment is doing to our Mother Earth.

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

Follow-up activities

- Identify environmental issues that are problems in the school environment and set up projects to address these issues.
- Adopt a tree or an area in the park or a beach/highway and look after its welfare.
- Show your respect for animals and your desire to see them not suffer eg avoid products tested on animals, eat vegetarian diet even if only for one day a week, eat only eggs from free range hens
- Create some kinds of celebrations to mark the changes of the seasons
- Keep a trash journal for a week. Measure and weigh the garbage you create and see which items can be recycled-reused
- Decide upon rules or personal resolutions of respect – how to respect the animals, plants, eg “I will pick up rubbish....”
- Describe the most awesome experience you have had in nature.
- Try not to have any left over food or let any extra portions go to waste – shop really carefully
- Find out any animals that are currently on the endangered species list and get people to come and talk about how we can help these animals survive. Volunteer to help at an animal shelter
- Obtain field guides to plants, trees, birds and small animals indigenous to your area – knowing the names and characteristics is a way of honouring the diversity of the creation
- Collect poems etc that show appreciation of the natural world – make up your own class anthology about “Respect Our Earth”
- Identify lessons that we can learn from animals/plants/trees or other elements of nature.
- Adopt an animal (or other element of nature) as a group or individual emblem and make a plan to develop the same qualities in yourselves.
- Look at ways that you can save energy in your home, for example by saving water, using low-energy light bulbs.
- Work with the local government in your community to identify specific environmental issues and prepare posters to put around the community or brochures to drop into people’s letter boxes to advise what individuals can do to address these issues.

Community service/Selfless service/Ceiling on Desires

- Saving the environment is an excellent way to introduce the concept of selfless service. Many of the ideas above are linked to service.
- Ask children to identify ways in which the use of Ceiling on Desires can be used to help us to save our Earth.

Involving families

Make families aware of the activities that the class is doing and invite them to do some of them together as a family.

Recognition and awards to who have made good use of the value/s

Invite children to report on the activities that their families are doing to save the Earth and have a special assembly to invite and honour the families who are working together on this project.

Teacher modelling/integration throughout the day

It is imperative that this message is taught to children from a very early age and the only effective way is by the example of their elders.

POSTER: RESPECT YOURSELF AND OTHERS

Key points to make in relation to the poster

This poster links to many of the key ideas in other posters (see the table of key ideas above) and it is suggested that it be used as an adjunct to these. In addition the poster can be used for a focus on self-esteem, particularly for children who need special help in this area. Getting positive feedback from others can help to define a child's identity hence it is important for children to both give and receive feedback in constructive ways.

Quotations/sayings

- Always respect another's point of view. Don't start a quarrel at the slightest difference of opinion, the other person may be right and you may be wrong. Ponder over their argument – they might have had the advantage of knowing more about the subject, or you may be prejudiced either for or against, or they may not know as much as you do. Every instance of difference of opinion does not indicate personal hatred, remember.
- Self-confidence is confidence in the self. It is an unwavering love for the divinity that is within. What will help you to develop this confidence? Be equal-minded. Be satisfied with what you have. Be happy.
- Without self-confidence, no achievement is possible. If you have confidence in your strength and skill, you can draw upon the inner springs of courage and raise yourself to a higher level of joy and peace.

Suggested Starting Point

- Invite students to roleplay real-life situations where people have shown disrespect for each other.

Song

I Am the Way I Am

Story

Breakthrough with Dad (see Appendix)

Silent sitting

- Imagine that you are inside a golden bubble. You are floating around in the bubble, very safe and happy. The other children are in their bubbles too. Sometimes you bump gently against each other but you are inside your own bubble and nobody else can come in. Your golden bubble is your own special space where you can go whenever you like. Next imagine that you are very,

very tiny and you are walking inside your own brain. It looks like a library, with lots of shelves and books. Inside the books is all the things you have ever learned. You walk along the shelves until suddenly you find what you are looking for. It is a big book on a very high shelf. You take it off the shelf and look at the cover. On the cover it has your name and it is called “My Book of Special Strengths”. Imagine that you open the book. On the first page there is a list of all the special strengths that you have, and all the things that you are good at. It might be words, or it might be a picture, or it might be like a movie. If you can’t see anything don’t worry because it will pop into your mind later. Have a good look at what is on the page and make sure you take careful notice of the information that is given to you. When you are ready, close the book and put it back on the shelf.

- Use the Visualisation on the Light (see appendix). One of the main themes of this is to show respect using the light as a metaphor to send wisdom and purity to self and others.

Follow-up activities / Conflict Resolution article

- Roleplay in pairs: Identify conflict situations and explore respectful ways of resolving them. (Please refer to article *Conflict Resolution in the Classroom*, in the appendix, for some ideas about this.)
- Diamond of the Week (see Appendix)
- Ask people who know the child to prepare one page of celebration of what they like about the person, to put together into a book.
- Use a mirror to draw self-portraits and surround their portraits with comments about their own strengths.
- Give each student a copy of the class list (or break the lists up into smaller groups if the class size is too large). Ask each student to write something that they admire/respect about each of the other students. Compile these comments and give them to the students concerned.
- Make puppets and practise assertiveness and respectful interactions with others. The puppets can also be used to teach pupils how to say no in a respectful way, when appropriate, especially to elders.
- Show respect for others by giving them your time (links with selfless service)
- Get students to tackle fear – something they really avoid – set themselves a goal to face up to something they are really fearful of
- Make a class book about different ways we can respect ourselves and others.
- Develop empathy and respect by discussing the feelings of characters in literature. Ask children to extrapolate and apply the feelings to situations in their own lives.

- Make drawings or collages of the sort of people they would like to become, or who they really are on the inside.
- In a small group, pass a mirror around and as each child receives the mirror they have to say something respectful about themselves. See how many times they can go around the circle before somebody runs out of something to say.
- Think about times when somebody else has made you feel bad, and then think about a time when you might have caused the same feeling in somebody else.

Community service/Selfless service/Ceiling on Desires

Identify some of the things that you do that do not show respect for yourself or others. Set the goal of reducing the number of times you do these things. Monitor your progress over a week/month.

Involving families

- Make families aware of the activities that the class is doing and invite them to do some of them together as a family. Please refer to *Be a Pedestrian Light* for some specific suggestions.
- To raise the self-esteem of a child with low self-esteem, encourage the family to have a notice board at home for that child and put up the child's good work, certificates etc.
- Ask each child to make for each family member a picture of what they respect about that family member /what they appreciate about them. These can be laminated and used, for example, as family placemats.

Recognition and awards to who have made good use of the value/s

It is important that students are acknowledged for showing respect. A class vote can be held to identify the students who their classmates feel show them the greatest respect.

Teacher modelling/integration throughout the day

The teacher's modelling of appropriate behaviours is critically important. Students will respect us only if we earn their respect by respecting them and others with whom we interact. For more information about appropriate teacher modelling, please refer to the articles. ***What Can We Do To Raise Students' Self-Esteem? And Conflict Resolution in the Classroom*** (see appendix)

APPENDIX:

Silent Sitting: Light Visualisation

In SSEHV a particularly powerful and beneficial form of silent sitting is used at least once a day or more with children of all ages as well as adults. The Light Visualisation is in fact fundamental to the SSEHV Programme. It allows the child to progress safely through the three stages described by Sathya Sai Baba as necessary for contacting the superconscious mind: concentration, contemplation and meditation (where meditation simply means the state of being in touch with one's own superconscious mind). The following extract appears in many SSEHV materials but, in this instance, has been taken directly from *The Five Human Values and Human Excellence* by Art-ong Jumsai Na Ayudhya (Bangkok: International Institute of Sathya Sai Education), pp. 83-88.

This is a valuable exercise to do with children on a regular, preferably, daily basis. The light is very important because it is associated with knowledge, wisdom, power and warmth - it literally dispels darkness.

Imagine that there is a light in front of us. If this is difficult to imagine we may light a lamp or a candle and place it in front of us then open our eyes and look at the flame for a short while. Then we should close our eyes and try to visualise this light. Now using our imagination, bring this light to the forehead and into the head. Let the head be filled with light. Then think, "Whenever there is light, darkness cannot be present. I will think only good thoughts". Now bring the light to the area near the heart and imagine that there is a flowerbud there. When the light reaches the bud imagine that it blossoms into a beautiful flower, fresh and pure: "My heart is also pure and full of love". Now let the light travel down the two arms to the hands. Let these hands be filled with light: "Let me do only good things and serve all". Now the light is moved through the body and down the legs to the feet: "Let me walk straight to my destination, let me walk only to good places and to meet with good people". Now bring the light up to the head once again and leave it there for a little while. Now continue to move the light to the eyes and let our two eyes be filled with light. Again concentrating on the light, think "Let me see the good in all things". Slowly move the light to the ears. Let the ears be filled with light and think, "Let me only hear good things". From the ears we move the light to the mouth and tongue. "Let me speak only the Truth, and only what is useful and necessary". Now imagine that the light is radiating from your being to surround your mother and father. They are now full of light. "May my mother and father be filled with peace." Now radiate the light to your teachers and send it out to your relatives and friends and especially to any people who you think are being unkind to you. Let it expand out into the whole world to all beings, animals and plants everywhere. "Let the world be filled with light; let the world be filled with love; let the world be filled with peace". Remain immersed in this light and send it out to every corner of the universe and think to yourself, "I am in the light...the light is in me...I AM THE LIGHT"..... Then take the light back to your heart and let it remain there for the rest of the day.

STORIES

Please note that these stories have been drawn from many different sources. Some of them are popular inspirational stories that are circulated on the Internet and hence their original sources are not known.

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

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

Story: Smile

Amy liked songs and she woke with a smile as she thought of the words she had learned the day before.

She jumped out of bed with the smile still on her face. Amy wanted to see if the words in the song could come true!

Amy's mother was in the kitchen. She was looking a bit worried but when she saw Amy's enormous smile she couldn't stop herself from smiling as well. The words seemed to be working!

As she walked to school, Amy smiled at everyone she saw. Everyone smiled back. The words in the song were coming true!

Amy was the first to arrive at school. She beamed as she greeted her teacher and the teacher smiled back. Mrs Grey and Amy smilingly greeted each of the other children as they arrived at school. Before long everyone was smiling and they were still smiling when they went out to recess.

Before long everyone in the whole school was smiling.

The teacher asked Amy to share the song at the next Assembly. Would you like to share the words as well?

The song worked for Amy. Do you think the words to the song could work for you?

Story: Sarah

Sarah was a seven-year-old girl who loved her teacher and always tried her best with her schoolwork. When the headmistress came into the classroom one day and announced that some important visitors would come to the school and that everyone must do their best to make a good impression, Sarah hoped desperately that her

artwork would be chosen to display for the visitors. But sadly for Sarah she was always the slowest and always the last to be chosen for anything, so she thought that it was very unlikely that her work would be chosen. So she was incredulous when her teacher asked her to stay behind after school and told her that she had been chosen for the most important task of the day. The following extract from the story speaks for itself:

'She couldn't believe what she'd heard. "Me?" she asked incredulously in a small voice. You've chosen me?'

"Yes, you Sarah," said Miss Ellis, smiling. "You have a very special quality."

A look of such amazement and joy swept over Sarah's face that it was a moment before Miss Ellis went on. "Tomorrow, Sarah, when our important visitors arrive, I want you to be there at the door to greet them. You will be the very first person they see. The very first! And I want you to give them your beautiful smile!"

"First Impressions" by Rosemary Abbeyfield,
Australian Woman's Day, October
25, 1999, p.87.

Story: Starfish

One day an old man was walking along the beach in the early morning and noticed the tide had washed thousands of starfish up on the shore. Up ahead in the distance he spotted a boy who appeared to be gathering up the starfish and one by one tossing them back into the ocean.

He approached the boy and asked him why he spent so much energy doing what seemed to be a waste of time. The boy replied, "If these starfish are left out here like this they will bake in the sun, and by this afternoon they will all be dead."

The old man gazed out as far as he could see and responded, "But, there must be hundreds of miles of beach and thousands of starfish. You can't possibly rescue all of them. What difference is throwing a few back going to make anyway?"

The boy then held up the starfish he had in his hand and replied, "It's sure going to make a lot of difference to this one!"

[Source unknown: reprinted on
<http://www.cyberstory.com/CyberStoryText2/TheBoyAndTheStarfish.html>]

Story: The Farmer's Sons (an Aesop's fable)

A farmer's sons were quarrelling as to which was to mend the hedge, which to drain the field and which to carry away the stones.

When it seemed as if they might come to blows, the farmer came along, carrying

with him three sticks tied together.

“My sons,” he said, “If you have time to stop quarrelling I would be glad if you would break this bundle of sticks for me.

Each of the sons tried, but all in vain.

Then the farmer untied the sticks and gave one to each of his sons.

“Now try!” he said.

So the sons tried, and each son broke his stick quite easily.

“You see, my sons,” said the farmer, “that if you are like separate sticks, anyone can break you, but if you join together you will be strong. The land will prosper and you need have no fear of enemies.”

Extracted from Richards Topical Encyclopedia, New York: J.A.Richards, 1945, Vol. 14, p.287.

Story: The Horse and the Donkey (an Aesop’s fable)

A horse was coming along the road with a light load on its back, while behind there was a donkey very heavily laden. “Please, please,” moaned the donkey to the horse, “do take some of this heavy load, or indeed I shall die under the weight of it.”

“What have I to do with your load?” said the horse. “I don’t want to hear your complaints. Just get on with your work.”

But suddenly, to the horror of a passerby, the poor donkey fell down dead. “You see what you’ve done!” said the witness.

The horse turned and saw the dead donkey. “It’s none of my business,” he said.

But now the master came rushing up and removed the load from the donkey, piling it onto the horse. Then he lifted the donkey’s carcass and laid it on the top, so that the horse had now to carry not only the donkey’s load but the donkey too.

“You see what comes of refusing to share your neighbour’s burden!” whispered the passerby into the horse’s ear.

“Alas!” agreed the horse. “If I’d taken my share, I shouldn’t now be punished by having to bear all.”

Extracted from Richards Topical Encyclopedia, New York: J.A.Richards, 1945, Vol. 14, p.281.

Story: The Lost Needle

It was near dusk and the old lady sat by the window. She was putting the finishing touches to a quilt she was making to keep herself warm during the winter months. She was enjoying the last rays of the sun before it disappeared behind the tall houses that lay opposite. She knew that before long she would have to strain her eyes if she wanted to continue to work. Her house had no electricity and she had to manage during the hours before she slept with only the murky light of an old oil lamp. Slowly the long shadows crept across the road and into her room. "Only a few more stitches and I will be finished", she said to herself. But as it grew darker, her eyes grew dimmer and her hands became more clumsy. She fumbled with her needle, desperately trying to complete her task. All of a sudden the needle slipped from her fingers and fell to the floor with only the faintest tapping sound. "Oh dear!" she exclaimed, "How am I going to finish it now?" Slowly and painfully she lowered herself onto her knees and started to grope around on the floor, trying to find her precious needle.

For a long time, the old lady hunted for the needle, but to no avail. "It's no use," she moaned, "I will never be able to find it in the dark. Even if I light the lamp it's not going to make that much difference. Oh dear! What shall I do?" Wiping her hand across her tired brow, she looked up.

At once she noticed a bright light shining outside her window. It was already evening and the street lights were lit. In a flash, the old lady had a brilliant idea. "I know what to do," she said, smiling. "If there's not enough light in here to find it, then I'll go outside under the street light. There's plenty of light there!" Feeling extremely pleased with herself, she got up and went straight to the door. Outside, the old lady squatted down under the street lamp and began her search.

She was unsuccessful in her search! However hard she looked she could not find her needle. After some time a group of boys came walking down the street. They saw the old lady crouched down on the pavement. "Hi, Granny," one boy said. "What's up? Is something the matter?" "I can't find my needle," she said. "Never mind, Granny," said another boy, "We'll help you." And so the kind boys joined the hunt. They looked everywhere: in the gutters, on the pavement, even in the dustbin. Many minutes passed but no one could find the needle.

The boys approached the old lady once more. "Granny," said the eldest boy, "try and remember exactly where you dropped your needle". "I remember exactly where I dropped it," said the old lady. "I dropped it in my room. But it was too dark to find it in there, so I came outside under the street light where it is nice and bright. I thought it would be easier to find it here."

"You did what?" asked one of the boys in astonishment. "You meant to say that you dropped your needle inside your house and yet you're looking for it out here? Oh, Granny!" The boy shook his head in exasperation. The eldest boy felt sorry for the old lady because she felt very confused. He took her gently by the arm. "Please go back inside, Granny," he said, "and take a rest. In the morning when it is light again you will be able to find it." The boys left the old lady and continued on their way down the street.

Discussion point: Maybe we are like the old lady. What is it that we are looking for? We may say we are looking for many things, but the main thing we are looking for is peace and happiness, and yet are we looking for them in the right places? Perhaps we are more like the old granny than we realise. We may think that we can find peace and happiness in a shopping centre or an amusement park, but soon we get bored or want something else. We spend most of our time looking for these things outside of ourselves. Perhaps we should change direction and start looking inside instead, even within our own hearts. Who knows, maybe we will find them there!

Taken from *Inspirational Stories*, Compiled and rewritten by Lorraine Burrows, Institute of Sathya Sai Education (1999).

Story: The Stomach

Once upon a time the arms and the legs and the head made a plot against the stomach. They whispered together that they did all the work while the stomach did none. The legs said that they walked to get the food, the arms said they laboured for it, the mouth said that it received the food. The teeth said that they chewed it.

So they agreed not to do any more work, so as to prove to the stomach how helpless he was without them. The stomach heard what they said, but pretended to take no notice.

And it came to pass that after a couple of days of idleness, the legs found they were growing very weak, the arms found they couldn't lift, the mouth was growing dry, the teeth were tired of doing nothing, and it was clear that the whole body was wasting away.

Then the legs, the hands and the head began whispering again, still thinking that the stomach didn't hear them. But he did.

The legs struggled to get some food, the hands struggled to lift it to the mouth, the mouth struggled to receive it. The teeth struggled to chew it. And slowly the body revived and became strong and hearty again. As for the stomach, he smiled to himself, but never said a single word.

The message: No parts of anything are of use unless they work happily with all the other parts. A family or a community is a poor sort of family/community unless all the members work together for the happiness of all.

Extracted from *Richards Topical Encyclopedia*, New York: J.A.Richards, 1945, Vol. 14, p.295.

Story: The Master's Test

Long, long ago, a wise old teacher gathered his students around him. "I am feeling old and weak," he told them. "It is your duty to find money and food for me to live on."

All the pupils agreed that indeed it was their turn to serve the master. But one boy spoke out, "Sir, it will not be easy, because the people living around here are not generous by nature. They surely will not help us".

The teacher replies, "My son, I am not asking you to beg for food, that would not work. What I am suggesting is that you take without asking. This would not be a sin as we need money more than others. I am too weak to do this myself. Who will help their old teacher?"

"We will, we will," cried the pupils. "We are young and strong. Tell us what to do."

The teacher explained to them that first they must find a spot where no one was watching and wait quietly. As soon as a rich man came by, they were to steal his purse. The master told them, however, that they must not hurt anybody in the process.

All the pupils got ready to leave except for one young boy who stood hanging his head. The teacher spoke to him in a sharp voice. "What is the matter with you, child? Do you not want to help your old teacher?" "Forgive me, Master," said the boy, "but I cannot do as you bid." "Explain yourself," the teacher said.

"Sir, you said that we must go to a place where no one is watching and steal. This is impossible, even if I am completely alone, there is always a part of myself watching. I would rather beg than let myself see me stealing!"

The old teacher's face lit up with joy. "At least one, out of all my students, has understood my teachings."

The other students, hearing these words, hung their heads in shame. But from that day forth, they never committed an unworthy deed. They remembered always their classmate's words: "My self is watching".

[Extracted from Art-Ong Jumsai & Loraine Burrows, *Sathya Sai Education in Human Values Handbook for Teachers*, Institute of Sathya Sai Education, Thailand]

Story: The Fruit of Truthfulness

Long, long ago in China there lived an emperor. Although he was good and just, he was rather weak in his judgment and relied too much on his ministers for advice. As a result, his ministers, who were not altogether straightforward, took great advantage of him and were even plotting to get rid of him. The emperor, who was beginning to suspect that all was not as it should be, tried to think of a way of discovering whom of his cabinet ministers and chancellors were trustworthy. He remembered some travellers had told of a far-off land where a particular type of plum tree grew called

the “tree of truthfulness”. Anyone who are the fruit of this tree would automatically tell the truth. Another characteristic of this fruit was its unusual taste. It tasted like no other plum, sweeter and juicier; some people said that it was like nectar.

A fact that should be mentioned here is that in the past this particular kind of plum was the most popular of all fruits. Gradually, however, people started to eat it less and less, until it was almost avoided altogether. By the time the emperor wanted to purchase these plums, there was only one farmer, in a very remote district, that was still growing them.

In due course the emperor had a huge number of these fruits brought to his kingdom. Not only were there enough for all his ministers but for all the citizens as well. Needless to say, the chancellor, the prime minister and all the members of the cabinet started to tremble and shake. They knew that if they ate this fruit all their dark secrets would be revealed and even the fact that they were planning the overthrow of the emperor would be known. It was not only the ministers that were afraid to eat these fruits, but most of the citizens as well, since corruption and deceit had become a way of life.

The fruits from the “tree of truthfulness” were stacked in the town square and were guarded by the emperor’s personal army. Each fruit had a label tied to it on which was written the name of one citizen. The next day everyone was to come and one by one they would eat their fruit and be questioned by the emperor himself. The chancellor was very worried. In fact his hair was turning white with fright! He struck upon a solution. That evening, as the evening meal was being brought to the soldiers who were on duty guarding the plums, he slipped a sleeping potion into their food. As soon as they fell asleep he swapped the plum that had his name on it with an ordinary fruit. As soon as the word got out that the soldiers were sleeping, the other ministers and gradually all the citizens came and exchanged the fruits until there was not a single plum of the original stock left in the square.

The next morning the ceremony began. The unsuspecting emperor called upon the chancellor to be the first to eat the fruit. Unafraid, the wicked chancellor ate the plum. The emperor then asked him the three following questions:

“Are you a good and loyal subject?” To this the chancellor replied, “I am, my Lord,” although in reality he was plotting to overthrow the emperor.

The second question was, “Do you think that I am a good ruler?” To this he replied, “The very best, my Lord,” whilst in fact he thought that the emperor was a complete fool.

The last question was, “How does the plum taste?” The deceitful man replied that it tasted sweeter than anything he had ever eaten before, that it was verily like nectar itself.

Satisfied, the gullible emperor called upon his ministers, lords, ladies and ordinary citizens in order of seniority. All of them answered in a similar manner as the chancellor. By nightfall all the citizens of the kingdom had tasted the fruit except for one notorious robber who was hiding in the hills outside the city. Just as the formalities were finishing, some soldiers brought the man in chains in front of the

emperor. He ate the plum and was asked the same three questions. To the first question, "Are you a good and loyal citizen?" he replied, "You know me for what I am. I am a robber by profession and have even stolen from your palace on several occasions". A cry of, "Too bad" came from the crowd.

To the second question, "Do you think that I am a good ruler?" the thief replied, "I have nothing to lose so I will tell you the truth. A wise ruler would decide for himself who to trust and who is a worthy subject". The crowd shouted, "Traitor, traitor!"

To the third question about the taste of the fruit from the "tree of truthfulness" the robber replied, "I don't know, because I have never tasted it. This is an ordinary sour plum that I am eating now."

A hush came over the crowd and everyone hung their heads in shame. The emperor, understanding what had happened to the plums, threw his chancellor and ministers in prison and appointed the robber as his new chancellor. "It is better," he thought, "to have a robber who tells the truth than a man who deals in lies".

[Extracted from Loraine Burrows, *Sathya Sai Education in Human Values 21 Lesson Plans*, Institute of Sathya Sai Education, Thailand]

Story: Attitude Is Everything

By Francie Baltazar-Schwartz

Jerry was the kind of guy you love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was a unique manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was having a bad day, Jerry was there telling the employee how to look on the positive side of the situation.

Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?"

Jerry replied, "Each morning I wake up and say to myself, 'Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," I protested.

"Yes, it is," Jerry said. "Life is all about choices. When you cut way all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good mood or bad mood. The bottom line: It's your choice how you live life."

I reflected on what Jerry said. Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it.

Several years later, I heard that Jerry did something you are never supposed to do in a restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand, shaking from nervousness, slipped off the combination. The robbers panicked and shot him. Luckily, Jerry was found relatively quickly and rushed to the local trauma center.

After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body.

I saw Jerry about six months after the accident. When I asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars?"

I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place. "The first thing that went through my mind was that I should have locked the back door," Jerry replied. "Then, as I lay on the floor, I remembered that I had two choices: I could choose to live, or I could choose to die. I chose to live."

"Weren't you scared? Did you lose consciousness?" I asked.

Jerry continued, "The paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, 'He's a dead man.'

"I knew I needed to take action."

"What did you do?" I asked.

"Well, there was a big, burly nurse shouting questions at me," said Jerry. "She asked if I was allergic to anything. 'Yes,' I replied. The doctors and nurses stopped working as they waited for my reply. I took a deep breathe and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"

Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

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Story: Atria's Amazing Miracle (Author unknown)

Atira was watching the TV show 20/20 in her living room in Seattle. The show was about a Nun, in Egypt, that was dedicating her retirement years to the garbage-dump-city in CAIRO.

Atira has an Egyptian import business. When she saw the show of the Nun and her

works for the poor and homeless at the garbage dump city, Atira knew she had to help. Atira ordered the transcript from the TV show and set out to see what she could do to help.

Atira asked everyone coming to a baby shower, at her home, to bring a wash cloth and soap. They thought she was nuts, until she told them why.

She called her Dentist and Doctor's offices and asked what kind of medicines would be needed to help out in a poverty area.

She collected toothbrushes, bandages, etc....until she had suitcases full of things to take to Cairo with her. Her goal was to do her part to help.

Atira was going with a group on her next trip to Egypt so she asked some of the other members in the tour group to help by bringing used children's clothing , pencils, and children's books with them to be given to this caring Nun Sister E.

Eight other people were kind enough to collect and bring pens, coloring books, clothes, and various toys, to help.

On their arrival in Cairo, not knowing what to do with the mountain of supplies for the Nun. She asked the hotel manager if he could try and locate this healer of the poor, and within days, he had located the Nun. But the Nun was out of the country and would not be back until Atira had returned to Seattle.

The Hotel Manager said he would store the goods and present them to the Sister E for Atira.

But, that is not the miracle part. The miracle is how one person can effect the lives of others, how our intentions lead us to miracles.

The hotel manager shared the story of Atira's kind gesture, with other members of the tour.

As it turned out there were two people, who worked with World Wide Health Care Project for the Poor. They had never heard of Sister E. and her plight to help the poor.

These men stayed in Cairo longer than Atira could, and were there when the goods from Atira were collected by Sister E.

These men ended up talking to Sister E. They were able to get her funding for a Health Care Clinic.

When the hotel manager saw Sister E he realized that she often had come into the hotel to use the phone, and he just did not know who she was.

And now, she has FREE phone privileges in his hotel.

Atira wanted to help in a small way....this story makes my heart smile and I hope it does yours too. Helping in whatever way you can help makes miracles unfold for others.

P.S.

Atira still travels to Egypt regularly. She always tries to take something to help Sister E. It was three years before Atira was able to meet Sister E. In person. It was a wonderful meeting with heart felt thanks and a new found friendship. The last time she was there the 66 children needed only \$75 extra for vaccinations, and Atira paid for these children. This is one of the finest woman I know. She did get to help in a greater way than she could have ever imagined.

No further information is available about the author, Artia, or Sister E.

Story: The Obstacle in Our Path

In ancient times, a king had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything about getting the big stone out of the way. Then a peasant came along carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand. Every obstacle presents an opportunity to improve one's condition.

Story: The Rose (Author Unknown)

John Blanchard stood up from the bench, straightened his Army uniform, and studied the crowd of people making their way through Grand Central Station. He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose. His interest in her had begun thirteen months before in a Florida library. Taking a book off the shelf he found himself intrigued, not with the words of the book, but with the notes penciled in the margin. The soft handwriting reflected a thoughtful soul and insightful mind. In the front of the book, he discovered the previous owner's name, Miss Hollis Maynell. With time and effort he located her address. She lived in New York City. He wrote her a letter introducing himself and inviting her to correspond. The next day he was shipped overseas for service in World War II. During the next year and one month the two grew to know each other through the mail. Each letter was a seed falling on a fertile heart. A romance was budding. Blanchard requested a photograph, but she refused. She felt that if he really cared, it wouldn't matter what she looked like. When the day finally came for him to return from Europe, they scheduled their first meeting - 7:00 PM at the Grand Central Station in New York. "You'll recognize me," she wrote, "by the red rose I'll be wearing on my lapel." So at 7:00 he was in the station looking for a girl whose heart he loved, but whose face he'd never seen. I'll let Mr. Blanchard tell you what happened:

A young woman was coming toward me, her figure long and slim. Her blonde hair lay back in curls from her delicate ears; her eyes were blue as flowers. Her lips and chin had a gentle firmness, and in her pale green suit she was like springtime come alive. I started toward her, entirely forgetting to notice that she was not wearing a rose. As I moved, a small, provocative smile curved her lips. "Going my way, sailor?" she murmured. Almost uncontrollably I made one step closer to her, and then I saw Hollis Maynell. She was standing almost directly behind the girl. A woman well past 40, she had graying hair tucked under a worn hat. She was more than plump, her thick-ankled feet thrust into low-heeled shoes. The girl in the green suit was walking quickly away. I felt as though I was split in two, so keen was my desire to follow her, and yet so deep was my longing for the woman whose spirit had truly companioned me and upheld my own. And there she stood. Her pale, plump face was gentle and sensible, her gray eyes had a warm and kindly twinkle. I did not hesitate. My fingers gripped the small worn blue leather copy of the book that was to identify me to her. This would not be love, but it would be something precious, something perhaps even better than love, a friendship for which I had been and must ever be grateful. I squared my shoulders and saluted and held out the book to the woman, even though while I spoke I felt choked by the bitterness of my disappointment. "I'm Lieutenant John Blanchard, and you must be Miss Maynell. I am so glad you could meet me; may I take you to dinner?" The woman's face broadened into a tolerant smile. "I don't know what this is about, son," she answered, "but the young lady in the green suit who just went by, she begged me to wear this rose on my coat. And she said if you were to ask me out to dinner, I should go and tell you that she is waiting for you in the big restaurant across the street. She said it was some kind of test!" It's not difficult to understand and admire Miss Maynell's wisdom. The true nature of a heart is seen in its response to the unattractive.

"Tell me whom you love," Houssaye wrote, "And I will tell you who you are..."

Story: Breakthrough With Dad

Dear friends,

In my younger years, my relationship with my dad was lousy. I often considered him my nemesis. Yet as I gradually worked on improving all my relationships and deepened my commitment to choosing what's best for all of us, I eventually knew it was time to heal my old wounds with dad. Below is the inspiring story of how I was able to have a major breakthrough with dad. Through this and many similar experiences in my life, I've come to see ever more clearly how one person alone can change even a very difficult relationship.

With heartfelt love and best wishes,
Fred Burks for PEERS and the WantToKnow.info Team

Breaking Through With Dad

At age 27, after having spent two adventure-filled years living and teaching English in mainland China, I found myself getting ready to move back to the US. With two years completely immersed in another world away from family and friends, I'd had plenty of opportunities to reflect on my life back home. In those periods of

contemplation, I felt a deep sense of satisfaction in realizing that I had come to really enjoy my relationships with all of my friends and family back home with only one major exception—Dad.

As a child, I had very mixed feelings about my father. He took us on wonderful, exciting vacations car camping around the country for a month out of each year. In his engaging moments with me and my sister and two brothers, he could be adventurous, enthusiastic, and a lot of fun. Yet, like so many fathers out there, most of the time he was distant and unavailable. As a minister and a fighter for peace and justice, his work was by far his greatest passion with family a distant second. What's more, at meals—our only regular gathering time each day—he would all too often preach politics to us, his unwilling captive audience. There was no debating him, either. He was always right.

Yet in looking back, I could see now what I once would never have admitted—that I was just as stubborn as dad. There was no way I would acknowledge that he was right in a debate or argument. I would argue with him fiercely, yet still he managed to get me every time. I remember countless times when our interactions ended with me stalking off frustrated and angry, as dad settled back triumphantly into his chair reading the newspaper. Sometimes I just hated him. His righteous attitude seemed so hypocritical and just wrong!

After moving away from home at age 18, I had dedicated myself to improving my relationships with my family and others in my life. Thanks to some wonderful divine guidance, I had been successful with everyone except dad. He was the one person I still just couldn't get along with. As I contemplated leaving the wonderfully rich experience in China, I knew that the time had come to change this. I knew that on getting home, if I wanted to get along better with him, my job was to learn to let dad be dad. I realized that I could not change him, but I could change myself by letting go of my need to be right and of my harsh judgments of him and his behavior. I knew that if I wanted to change our frustrating dynamic, I was the one who would have to change.

The idea came to me that the best way to heal this old family wound was to move in with dad and make a commitment to opening my heart and to becoming friends with him for the first time in my life. I knew it would not be easy. Yet I also knew that if I could hold fast to my intention of not letting his comments get to me and not needing to be right, we could have a breakthrough. I wrote dad a letter asking if he was interested in becoming friends, and if he would be open to my living with him on return from China to work on this.

Dad was thrilled at the idea of us becoming friends and warmly welcomed me into his home. He was very supportive of my desire to move through our difficulties. He even spruced up a little room in his house for me. Yet after a brief, enjoyable "honeymoon" period of about two months, I found those same old patterns staring me right in the face again. Dad again was always right and I ended up leaving frustrated, knowing that I was actually right—just like old times. Why did it always have to end up that way?

Yet I held to my commitment. I remembered that if I wanted to change this disempowering dynamic, I was the one who would have to change. So gradually, I

learned to hold me tongue. When discussion turned to debate, I would do my very best not to engage, not to get caught up in trying to prove him wrong. If the conversation turned competitive, I learned to be quiet and to wait for the appropriate moment to excuse myself, so that I could go let off steam on my own. Even though I still didn't agree with him, I slowly learned to simply listen and to be OK with letting dad have the last word. I couldn't change his behavior or beliefs, but I was gradually changing mine.

Those few months were tough. It's not easy to break deeply ingrained family patterns, but I was committed. Every time things spun out of control, I reminded myself of my deep intention to become friends with dad and even to love him. By holding strong to that commitment, I got increasingly better at pulling back whenever our talks didn't feel supportive. By the end of six months, I had done it! I could sit through a conversation where dad was telling me how I was wrong and feel no need to engage or respond. When he challenged or blamed me, I could just let him have his say. I learned to just acknowledge that I heard him, remembering not to take anything personally and to just let dad be dad.

As I got better at this, I eventually came to understand that dad was not consciously trying to attack me. He was just playing out old patterns and programming within himself. I could accept and even love him just the way he was—even the part of him that wouldn't admit he was wrong. Dad seemed to notice the difference, too. I especially remember one particular day when dad was doing his thing. I simply nodded my head occasionally and said "I hear you, dad," without feeling any need to defend myself. At one point he fell silent and I just sat quietly waiting. Then I heard words I don't think I'd ever heard him say in these circumstances, "Well, Fred, what do you think?" And for the first time, I felt my dad was really listening to me.

From that point on, though we still would hit occasional rough spots, dad and I began having meaningful conversations. He became increasingly interested in my opinion and his tone of voice lost that cutting edge. For the first time ever, we were actually friends! What an incredibly empowering change in my life—in our lives! I was amazed that although my deep intention was just to let dad be who he was, once I made the big shift, dad shifted, too! What a gift!!! From that point on, our relationship gradually grew warmer and deeper.

Many years later for my dad's 70th birthday, I recorded his fascinating life story on over two hours of tape. What great, rich stories he had! What a wonderful, bonding time we shared!!! What a long way we've come! Thanks, dad, for being such a wonderful presence in my life. And I give thanks for the divine guidance which helped me to realize that if I want to transform any significant relationship in my life, I can stop trying to change others and open to accepting and loving everyone just as they are. By focusing on making shifts and changes in myself, I now know without a doubt that I alone can positively change any relationship in my life.

For a list of Fred's favourite inspiring and transformational materials
<http://www.weboflove.org/mostinspiringtransformational>

Story: Never Give Up

Henry Ford failed and went broke five times before he finally succeeded.

Beethoven handled the violin awkwardly and preferred playing his own compositions instead of improving his technique. His teacher called him hopeless as a composer.

Colonel Sanders had the construction of a new road put him out of business in 1967. He went to over 1,000 places trying to sell his chicken recipe before he found a buyer interested in his 11 herbs and spices. Seven years later, at the age of 75, Colonel Sanders sold his fried chicken company for a finger-lickin' \$15 million!

Walt Disney was fired by a newspaper editor for lack of ideas. Disney also went bankrupt several times before he built Disneyland.

Charles Darwin, father of the theory of evolution, gave up a medical career and was told by his father, "You care for nothing but shooting, dogs, and rat catching." In his autobiography, Darwin wrote, "I was considered by my father, a very ordinary boy, rather below the common standard in intellect.

Albert Einstein did not speak until he was four years old and didn't read until he was seven. His teacher described him as "mentally slow, unsociable and adrift forever in his foolish dreams." He was expelled and refused admittance to Zurich Polytechnic School. The University of Bern turned down his Ph.D. dissertation as being irrelevant and fanciful.

The movie Star Wars was rejected by every movie studio in Hollywood before 20th-Century Fox finally produced it. It went on to be one of the largest grossing movies in film history.

Louis Pasteur was only a mediocre pupil in undergraduate studies and ranked 15 out of 22 in chemistry.

When NFL running back Herschel Walker was in junior high school, he wanted to play football, but the coach told him he was too small. He advised young Herschel to go out for track instead. Never one to give up, he ignored the coach's advice and began an intensive training program to build himself up. Only a few years later, Herschel Walker won the Heisman trophy.

When General Douglas MacArthur applied for admission to West Point, he was turned down, not once but twice. But he tried a third time, was accepted and marched into the history books.

After Fred Astaire's first screen test, the memo from the testing director of MGM, dated 1933, said, "Can't act! Slightly bald! Can dance a little!" Astaire kept that memo over the fireplace in his Beverly Hills home.

The father of the sculptor Rodin [The Thinker Statue] said, "I have an idiot for a son." Described as the worst pupil in the school, Rodin failed three times to secure admittance to the school of art. His uncle called him uneducable.

Babe Ruth, considered by sports historians to be the greatest athlete of all time and famous for setting the home run record, also holds the record for strikeouts.

Eighteen publishers turned down Richard Bach's *Jonathan Livingston Seagull*, before Macmillan finally published it in 1970. By 1975 it had sold more than seven million copies in the U.S. alone.

Margaret Mitchell's classic *Gone with the Wind* was turned down by more than twenty-five publishers.

Richard Hooker worked for seven years on his humorous war novel, *M*A*S*H*, only to have it rejected by 21 publishers before Morrow decided to publish it. It became a runaway bestseller, spawning a blockbusting movie and highly successful television series.

When the first *Chicken Soup for the Soul* book was completed, it was turned down by thirty-three publishers in New York and another ninety at the American Booksellers Association convention in Anaheim, California, before Health Communications, Inc., finally agreed to publish it. The major New York publishers said, "It is too nicey-nice" and "Nobody wants to read a book of short little stories." Since that time more than 8 million copies of the original *Chicken Soup for the Soul* book have been sold. The series, which has grown to thirty-two titles, in thirty-one languages, has sold more than 53 million copies.

In 1954, Jimmy Denny, manager of the Grand Ole Opry, fired Elvis Presley after one performance. He told Presley, "You ain't goin' nowhere... son. You ought to go back to drivin' a truck." Elvis Presley went on to become the most popular singer in America.

Dr. Seuss' first children's book, *And to Think That I Saw it on Mulberry Street*, was rejected by twenty-seven publishers. The twenty-eighth publisher, Vanguard press, sold six million copies of the book.

Never give up believing in yourself!!!

The above inspirational stories were compiled from two excellent books by Jack Canfield and Mark Hansen:

[Chicken Soup for the Writer's Soul](#) and [A Cup of Chicken Soup for the Soul](#)

<http://www.weboflove.org/060520nevergiveup>

Story: Confidence and Self Esteem

Confidence and Self-Esteem were best friends. They went everywhere together. If Confidence bought a new dress, Self-Esteem bought one just like it. They were very close. One day a new kid came to their school. His name was Peer Pressure. He had a friend called Hateful Words. They decided to give Confidence a hard time. They constantly teased her. They forced her to do terrible things. It was so terrible that Confidence lost Self-Esteem. When Self-Esteem wanted to start dance class,

Confidence said they wouldn't be any good.

Then one day, Peer Pressure introduced Confidence to Doubt. He wanted to ruin Confidence, but Peer Pressure said he couldn't yet. Self Esteem couldn't understand what was wrong with Confidence. Confidence now hung around with Depression, Low Self-Esteem, and Overeating. These girls were friends of Peer Pressure. Self-Esteem no longer had any friends. She no longer felt good about herself. She went to see her pastor. Pastor Good Words told her how to talk to Confidence. He introduced her to his daughter, Encouragement.

Encouragement and Self-Esteem went to find Confidence. Self Esteem hoped she wasn't too late.

The girls found Confidence in a stupor. She was no longer a vibrant, happy young girl. There were dark circles under her eyes. She had gained so much weight from eating that she couldn't move. Encouragement gasped and Self-Esteem cried. She begged Encouragement to do something. Encouragement began to hug Confidence. She kissed her and loved her. She told her that she was a beautiful young lady who had a lot going for her. Encouragement held Confidence so tightly that Self-Esteem thought she would smother her. Confidence began to cry. As she cried, she seemed to lose weight. Then a bright light suddenly glowed from Confidence and she began to smile.

Peer Pressure and his friends didn't like what Encouragement was doing and tried to attack her. They hit at her and pulled at her, but they couldn't pull her away from Confidence. Then Confidence began to speak.

"Get away from me, Peer Pressure. Take your friends and go. You no longer have any power over me." Confidence was now a glowing light. She and her friends made sure that Peer Pressure and his gang never bothered anyone in their town again.

If you feel that Encouragement is not your friend, then try to find Encouragement in yourself. Self-Esteem and Confidence will follow.

--- Author Unknown

<http://www.originalwarmfuzzies.com/story16.htm>

Story: The Gossiper

A woman repeated a bit of gossip about a neighbour. Within a few days the whole community knew the story. The person it concerned was deeply hurt and offended. Later the woman responsible for spreading the rumour learned that it was completely untrue. She was very sorry and went to a wise old sage to find out what she could do to repair the damage.

"Go to the marketplace," he said, "and purchase a chicken, and have it killed. Then on your way home, pluck its feathers and drop them one by one along the road."

Although surprised by this advice, the woman did what she was told.

The next day the wise man said, "Now go and collect all those feathers you dropped yesterday and bring them back to me."

The woman followed the same road, but to her dismay, the wind had blown the feathers all away. After searching for hours, she returned with only three in her hand. "You see," said the old sage, "it's easy to drop them, but it's impossible to get them back. So it is with gossip. It doesn't take much to spread a rumour, but once you do, you can never completely undo the wrong."

--- Author Unknown

<http://www.originalwarmfuzzies.com/story30.htm>

Story: Shake It Off And Step Up

A parable is told of a farmer who owned an old mule. The mule fell into the farmer's well. The farmer heard the mule 'braying' - or - whatever mules do when they fall into wells. After carefully assessing the situation, the farmer sympathized with the mule, but decided that neither the mule nor the well was worth the trouble of saving.

Instead, he called his neighbours together and told them what had happened...and enlisted them to help haul dirt to bury the old mule in the well and put him out of his misery.

Initially, the old mule was hysterical! But as the farmer and his neighbours continued shoveling and the dirt hit his back... a thought struck him. It suddenly dawned on him that every time a shovel load of dirt landed on his back... HE SHOULD SHAKE IT OFF AND STEP UP!

This he did, blow after blow. "Shake it off and step up...shake it off and step up...shake it off and step up!" he repeated to encourage himself.

No matter how painful the blows, or distressing the situation seemed the old mule fought "panic" and just kept right on SHAKING IT OFF AND STEPPING UP!

You're right! It wasn't long before the old mule, battered and exhausted, STEPPED TRIUMPHANTLY OVER THE WALL OF THAT WELL! What seemed like it would bury him, actually blessed him... all because of the manner in which he handled his adversity.

THAT'S LIFE! If we face our problems and respond to them positively, and refuse to give in to panic, bitterness, or self-pity... THE ADVERSITIES THAT COME ALONG TO BURY US USUALLY HAVE WITHIN THEM THE POTENTIAL TO BENEFIT AND BLESS US!

Story: The Animal School

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor, but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed a "charlie horse" from overexertion and then got a C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

By George H. Reavis from *Chicken Soup for the Soul* Copyright 1993 by Jack Canfield & Mark Victor Hansen

Story: The Secret of Happiness

There is a wonderful fable about a young orphan girl who had no family and no one to love her. One day, feeling exceptionally sad and lonely, she was walking through a meadow when she noticed a small butterfly caught unmercifully in a thornbush. The more the butterfly struggled to free itself, the deeper the thorns cut into its fragile body. The young orphan girl carefully released the butterfly from its captivity. Instead of flying away, the little butterfly changed into a beautiful fairy. The young girl rubbed

her eyes in disbelief.

"For your wonderful kindness," the good fairy said to the girl, "I will grant you any wish you would like."

The little girl thought for a moment and then replied, "I want to be happy!"

The fairy said, "Very well," and leaned toward her and whispered in her ear. Then the good fairy vanished.

As the little girl grew up, there was no one in the land as happy as she. Everyone asked her the secret of her happiness. She would only smile and answer, "The secret of my happiness is that I listened to a good fairy when I was a little girl."

When she was very old and on her deathbed, the neighbors all rallied around her, afraid that the fabulous secret of happiness would die with her. "Tell us, please," they begged. "Tell us what the good fairy said."

The lovely old woman simply smiled and said, "She told me that everyone, no matter how secure they seemed, no matter how old or young, how rich or poor, had need of me."

The Speaker's Sourcebook from *Chicken Soup for the Teenage Soul* Copyright 1997 by Jack Canfield, Mark Victor Hansen and Kimberly Kirberger.

Story: The Importance of Each Color

Once upon a time the colours of the world started to quarrel that they were: all claimed the best, the most important, the most useful, the favourite.

GREEN said: "Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves - without me, all animals would die. Look over the countryside and you will see that I am in the majority."

BLUE interrupted: "You only think about the earth, but consider the sky and the sea. It is the water that is the basis of life and drawn up by the clouds from the deep sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing."

YELLOW chuckled: "You are all so serious. I bring laughter, gaiety, and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun."

ORANGE started next to blow her trumpet: "I am the color of health and strength. I may be scarce, but I am precious for I serve the needs of human life. I carry the most important vitamins. Think of carrots, pumpkins, oranges, mangoes, and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you."

RED could stand it no longer. He shouted out: "I am the ruler of all of you- I am blood - life's blood! I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire into the blood. Without me, the earth would be as empty as the moon. I am the colour of passion and of love, the red rose, the poinsettia and the poppy."

PURPLE rose up to his full height. He was very tall and spoke with great pomp: "I am the colour of royalty and power. Kings, chiefs, and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me - they listen and obey."

Finally, INDIGO spoke, much more quietly than all the others, but with just as much determination: "Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep water. You need me for balance and contrast, for inner peace."

And so the colours went on boasting, each convinced of his or her own superiority. Their quarrelling became louder and louder. Suddenly there was a startling flash of bright lightening - thunder rolled and boomed. Rain started to pour down relentlessly. The colorus crouched down in fear, drawing close to one another for comfort.

In the midst of the clamour, rain began to speak: "You foolish colors, fighting amongst yourselves, each trying to dominate the rest. Don't you know that you were each made for a special purpose, unique and different? Join hands with one another and come to me." Doing as they were told, the colours united and joined hands. The rain continued: "From now on, when it rains, each of you will stretch across the sky in a great bow of colour as a reminder that you can all live in peace. The rainbow is a sign of hope for tomorrow." And so, whenever a good rain washes the world, and a rainbow appears in the sky, let us remember to appreciate one another.

Story: Monetary Reminder

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

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

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

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

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

Story: A Full Jar

One day an expert in time management was speaking to a group of business students and, to drive home a point, used an illustration those students will never forget. As he stood in front of the group of high-powered overachievers he said, Okay, time for a quiz.

Then he pulled out a one-gallon, wide mouth mason jar and set it on the table in front of him. Then he produced about a dozen fist-sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes".

Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the big rocks. Then he asked the group once more, "Is the jar full?" By this time the class was on to him. "Probably not", one of them answered.

"Good," he replied. He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted.

Once again he said, "Good". Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" One eager beaver raised his hand and said, "The point is, no matter how full your schedule is, if you try really hard you can always fit some more things in it". "No", the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all".

What are the big rocks in your life? Time with your loved ones? faith, education, your dreams? A worthy cause? Teaching or mentoring others? Remember to put these BIG ROCKS in first or you'll never get them in at all.

So, tonight, or in the morning, when you are reflecting on this short story, ask yourself this question: What are the big rocks in my life?

Story: A Gospel of Smiles

Victor Borge said,

There once was a monk who travelled from village to village, smiling. His name was Ananda, which translated means "joy" or "bliss". He had no home, no money and no possessions to speak of. He wore a saffron robe, some beads, and a wonderful smile which he gave away to everyone he met. So warm, so loving and so infectious was his smile, everyone would smile in his presence.

One day the monk met a boy, also called Ananda. The boy walked beside the monk

along a winding path. He asked the monk, "Are you a holy man?" The monk smiled, "I am as holy as you are". The boy smiled. "Why do you not own anything?" he asked. "My smile is my own," the monk replied. "But what about money, a home, a horse?" asked the boy. "The world cannot give me my smile - my smile is between me and God," said the monk.

The boy and the monk walked along in silence. Eventually the boy asked, "Who are you, monk?" "I am the smile that went around the world," explained the monk, "and my gospel is a gospel of smiles."

"Tell me more of your gospel," said the boy.

"Happiness is heaven. And heaven is in your heart. You are born in heaven and you are born to be happy. Happiness is your gift to the world. When you are happy you glow. You live. You give. You are generous and kind. You find love. You give loving. You are love.

Above all, when you are happy you give all the things that appear to be missing whenever you are distressed," said the Monk.

The Monk went on, "Happiness suits us all. It brings out the best in us. Happiness is creative. You can create a whole new world out of joy. Happiness is attractive. You draw to you wonders of the world when you smile and mean it. Happiness is miraculous. It inspires love. It brings everything it touches to a full bloom."

"Do you always smile?" asked the boy. "Yes, even when I am asleep," laughed the monk. "How do you manage to smile always?" asked the boy. "Smiling is easy because I believe in happiness and I also believe in you," replied the monk. Now the monk and the boy were both smiling.

Told in [Happiness Now!](#)

Story: Leaders

Winston Churchill –Determination

Sir Winston Churchill came from one of the cornerstone families of English political life and was destined for high office. He was educated at Sandhurst military college and started his working life as a soldier-cum-journalist. He found himself in South Africa, fighting the Boer, after he failed to win a by-election for a seat in the House of Commons. Churchill was captured but escaped from a prisoner of war camp to return to England and embark on his political career. His military background qualified him for the Lord of the Admiralty, where he championed the Dardanelles offensive that resulted in the Gallipoli disaster at the start of World War I. This might have finished less able and confident men but Churchill returned to lead a coalition government in 1940. His leadership during World War II was inspirational and his achievements remarkable. He travelled 240 000 km during the war, and planned the great military campaigns, such as Alamein, with careful attention to detail. He juggled the delicate diplomacy of keeping Russia an ally and the US a true friend. He is also revered for the many inspirational speeches he gave to raise his nation's

spirits, maintain its determination and fuel its origin.

Nelson Mandela – Forgiveness

Nelson Mandela was the most famous political prisoner of the 20th Century. When he was released he became the symbol of the new South Africa. He understood injustice and oppression. For 20 years, from 1944, Mandela was a prominent activist against the country's apartheid regime. After that, when his organisation was outlawed, he continued his resistance underground and organised a three-day national strike in 1961. A year later he was sentenced to five years in jail and then, while under detention, was charged with treason and sentenced to life imprisonment in 1964. His imprisonment became an international cause as he came to represent the iniquities of apartheid. For 25 years there was an ongoing international campaign to release him. In 1990, at the age of 71, Mandela emerged as a statesman of the new South Africa. He embarked on a process of national reconciliation that led to his winning the Nobel Peace Prize jointly with President F.W. de Klerk in 1993. A year later South Africa had its first non-racial election and Mandela became president. His political philosophy was built on the recognition that the country he now led needed to be healed. Mandela's success in starting to achieve this confirmed his reputation as an international figure of peerless integrity. (From The Greatest Leaders, Herald Sun, heraldsun.com)

Mahatma Gandhi – Non-Violence

It was Gandhi's lifelong commitment to pacifism and the Indian nation that elevated his simple life to the role of moral leader and earned him the name Mahatma, meaning great soul. His philosophy of non-violence, home rule and welfare for all was a powerful formula for restoring Indian pride in its history, throwing off British rule and highlighting the pressing need for economic reform. Britain finally announced home rule for India in 1947. (From The Greatest Leaders, Herald Sun, heraldsun.com)

Mother Teresa – Loving Service

(CNN) -- Nearly 50 years ago, Mother Teresa found a woman "half eaten by maggots and rats" lying in front of a Calcutta hospital. The diminutive Roman Catholic nun sat with the woman until she died. Soon after, she began a campaign for a shelter for people to die with dignity. Until her death she made a mission of caring for the human castoffs the world wanted to forget.

Accepting the Nobel peace prize in the name of the "unwanted, unloved and uncared for," she wore the same \$1 white sari that she had adopted to identify herself with the poor when she founded her order, Missionaries of Charity.

Her impact was mostly felt in her adopted home, Calcutta, where she directed the Missionaries of Charity for nearly 50 years. But the order's work spread across the globe. She created a global network of homes for the poor, from the hovels of Calcutta to the ghettos of New York, including one of the first homes for AIDS victims.

Misery had a formidable and unrelenting foe in Mother Teresa; Whether it was in Ethiopia tending to the hungry or in the squalid townships of South Africa, Calcutta's "angel of mercy" was there. In 1982, at the height of the siege in Beirut, the frail nun rescued 37 children trapped in a front line hospital by brokering a temporary cease-fire between the Israeli army and Palestinian guerrillas.

Under Mother Teresa's guidance, the order focused much of its attention on giving comfort to the dying, a task the sisters continue. In India and beyond, Mother Teresa and her Missionaries of Charity devoted their time to the blind, the disabled, the aged, and the poor. She opened schools, orphanages and homes for the needy, and turned her attention to the victims of AIDS as that disease increased in prevalence. By 1996, she was operating 517 missions in more than 100 countries.

Perhaps, French President Jacques Chirac summed up Mother Teresa's legacy best when he said after her death: "This evening, there is less love, less compassion, less light in the world."

From <http://www.cnn.com/WORLD/9709/mother.teresa/impact/index.html>

Albert Einstein – Spirit of Enquiry

Even as a young child Albert Einstein's spirit of enquiry made him stand apart from others and sometimes be regarded as troublesome. He felt that a great deal of the science of physics as it was being taught was a blind alley. He spent all the time he could spare on strange mathematical studies in which no one else was interested. Finally he produced a paper full of his calculations and the one or two people who managed to see what he meant were intensely interested. He soon became very well known and much respected by other scientists – now he has become a world-famous figure and his main ideas have been accepted by practically everyone who can understand them. They have been found to explain a great many things which could not be explained before. Einstein's theories have so changed our notions of things that a great part of the science of physics and the science of astronomy had to be rewritten all over again. Einstein was a true prophet of science. He was never satisfied with what he had done, but was always trying to find out something more. When some new discovery seemed to show that he had been mistaken, he would frankly and bravely say so and start to work out a new theory to fit the new facts. So he was always trying to get nearer the truth. (From *Richards Topical Encyclopedia*, Vol. 13.

Story: The Parable of the Spoons

A man was walking in the forest one day when he came to two doors. He opened one of the doors and looked in. In the middle of the room was a large round table. In the middle of the table was a large pot of stew which smelled delicious and made the man's mouth water. The people sitting around the table were thin and sickly.

They appeared to be famished. They were holding spoons with very long

handles that were strapped to their arms and each found it possible to reach into the pot of stew and take a spoonful, but because the handle was longer than their arms, they could not get the spoons back into their mouths.

The man shuddered at the sight of their misery and suffering.

They went to the door. It was exactly the same as the first one. There was the large round table with the large pot of stew which made the man's mouth water. The people were equipped with the same long-handled spoons, but here the people were well nourished and plump, laughing and talking.

The man said, "I don't understand." "It is simple" said one of the people in the room, "It requires but one skill. You see, they have learned to feed each other, while the greedy think only of themselves. A friend is someone who reaches for your hand, and touches your heart."

"People say true friends must always hold hands, but true friends don't need to hold hands because they know the other hand will always be there"

Real-Life Stories About Classroom Experiences

What Can We Do To Raise Students' Self-Esteem?

“The place where true teachers and students are gathered should be filled with serene peace and orderliness. On the contrary, we find today that where students gather fear and insecurity prevail.”

Sathya Sai Baba

Recently in Hong Kong there was a sad incident with a primary school boy who was caught viewing pornographic material on the Internet. He was called to the Headmaster's office but rather than facing the disciplinary consequences he went home and committed suicide. In another incident a secondary pupil who was punished for handing in homework late and being late for school by having to sit and work outside the Headmaster's office each day for a week felt so humiliated by his classmates' teasing that he claimed it caused him to become schizophrenic. A friend who is a teacher recently told me about one of her 14-year-old pupils who took an overdose of pills before coming to class in a suicide attempt, not her first. Her reason was that she was lonely and could not see any other way out of it. A twelve-year-old told me that the reason he made no attempt to do any work in class was because, "I won't be able to get any posh job anyway, so what's the point?" In my fairly small home town there has been a recent spate of unemployed youths, with nothing better to do, attacking cars stopped at traffic lights, breaking windows and slashing the tyres. Various acts of bullying, whether physical, mental or emotional, are rampant in schools everywhere (Safe and Caring Schools Project, 1997).

All of these acts seem to point to a common problem – lack of the kind of healthy esteem for self and others that is needed to encourage our youth to become positive about their own lives and their contributions to society (Burke and Nierenberg, 1998). While the job of teachers has traditionally been to convey skills and knowledge, it is becoming an increasingly important challenge for us to help our pupils to acquire a sense of their own self-worth and of the worth of others (Burke and Nierenberg, 1998). It is not an easy challenge, particularly in those education systems where academic achievement is regarded as the priority and intensive curricula allow little time for the development of personal qualities. The purpose of this paper is to share some strategies that can help, without adding anything extra to already-demanding programmes. It includes some quotations from spiritual teachers that challenge us to examine our own teaching practices and the ways in which we interact with our pupils, to make certain that we are not inadvertently and unconsciously engaging in any behaviours that can be damaging to their self-esteem, particularly in cases, as for example with many adolescents, where self-esteem is fragile to start with. Interestingly, there has been some research evidence to suggest that, in taking time to focus on self-esteem, we will most likely also be contributing to enhancing the pupils' achievement, since negative feelings such as concern, fear, frustration, and loneliness have been shown to negatively affect learning as well as behaviour

(Peterson and Skiba, 2001).

What contributes to low self-esteem?

“In the case of children we find the inordinate ambition, aroused by an exaggerated sense of inferiority, acting like a poison in the soul – forever making the child dissatisfied. Such a dissatisfaction is not one which leads to useful activity. It remains fruitless because it is fed by a disproportionate ambition.”

Adler (1996), p.49

Apart from the above-mentioned overt signs of low self-esteem, we need to be aware of some of the more subtle signs. As mentioned above, bullying other pupils is often a sign that the bully’s self-esteem is low (Safe and Caring Schools Project, 1997). But research has also suggested that other behaviours, such as tardiness with handing in papers or assignments, procrastinating on projects and displaying a tendency to attribute difficulties to personality flaws like being lazy, undisciplined or not knowing how to organize time, can all be significantly associated with anxiety, depression and low self-esteem (Senecal and Koestner, 1995). Another telltale sign can be fear of failure (or of blame, rejection, or other anticipated social consequences of failure), characterized either by trying to escape from situations in which their performance will be judged, or setting aspirations for themselves that are so low they can easily fulfil them without effort or so high that they can excuse themselves for failing because it is impossible to fulfil them (Brophy, 1996).

It has been suggested that our society tends to equate achievement with self-worth, which leads to a perception that individuals are only as worthy as their achievements (Scott, 1999). This perception is particularly evident, both explicitly and implicitly, in schools, where students often confuse ability and worth (Renchler, 1992; Scott, 1999), and, as Scott suggests, where there may not be sufficient guidance to help them modify this perception.

How can the school climate promote student self-esteem?

“Students today are oblivious to self-support. How, then, can they achieve self-control?”

Sathya Sai Baba

There is much that teachers can contribute to the growth of self-esteem by creating classroom environments that students perceive as caring, supportive and where there is a sense of belonging and everyone being valued (Lumsden, 1994). One way in which this has been achieved has been to give students greater opportunity to become self-supportive, for example by allowing them to choose and control their learning. This can result in greater confidence and self-esteem along with other

qualities like higher motivation and greater commitment (Adler et al., 2001). We need to help pupils to have a realistic awareness of their personal strengths and weaknesses and the ability to create reasonable goals (Maitland, 2000). Furthermore, Maitland advocates that encouraging self-monitoring of their success in achieving these goals, rather than relying on the teacher, contributes to the development of positive self-esteem. Self-monitoring and basing instruction and evaluation on outcomes can make it possible for slower students to experience success without having to compete with faster ones; attribution retraining can help apathetic students view failure as a lack of effort rather than a lack of ability; and co-operative learning activities help students realize that personal effort can contribute to group as well as individual goals (Renchler, 1992)

Peterson and Skiba (2001) have suggested that building self-esteem and a sense of community can be brought about by promoting specific qualities that include:

- Self-respect that derives feelings of worth not only from competence but also from positive behavior toward others;
- Social perspective taking that asks how others think and feel;
- Moral reasoning about the right thing to do;
- Moral values such as kindness, courtesy, trustworthiness, and responsibility.

They suggest that these can be brought about by paying attention to "Six Pillars of Character":

- Trustworthiness. Be honest; don't deceive, cheat, or steal. Be reliable--do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal--stand by your family, friends, and country.
- Respect. Treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit, or hurt anyone. Deal peacefully with anger, insults, and disagreements.
- Responsibility. Do what you are supposed to do. Persevere: Keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act. Consider the consequences. Be accountable for your choices.
- Fairness. Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others carelessly.
- Caring. Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.
- Citizenship. Do your share to make your school and community better. Cooperate. Stay informed. Vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

Having discussed a few examples of **what** needs to be done, we will now take a look at some strategies for **how** we can achieve some of these needs to promote our pupils' self-esteem. One way is through monitoring what we say and do to them.

Appreciating pupils' good qualities

“Educators can develop a sense of self-respect and self-esteem among their pupils by respecting them as individuals of unique abilities. As a matter of fact a real teacher always does so. When a real teacher teaches his pupil he makes him feel his uniqueness and the potential of things that he can do after his full development.”

Jayaswal (1997), p.63

Sometimes we underestimate the effect that a teacher can have on a pupil's self esteem. Carson (1996) has described the potential transformative power of a teacher's ability to see personal worth and academic ability that may often be unrecognized by the students themselves, and she suggests that this can have a life-long impact.

The story on the website <http://www.motivateus.com/stories/ican.htm> is about a third grade teacher who made a great difference to one pupil's self-esteem through a seemingly very small action. Another such story is summarized below:

Sarah was a seven-year-old girl who loved her teacher and always tried her best with her schoolwork. When the headmistress came into the classroom one day and announced that some important visitors would come to the school and that everyone must do their best to make a good impression, Sarah hoped desperately that her artwork would be chosen to display for the visitors. But sadly for Sarah she was always the slowest and always the last to be chosen for anything, so she thought that it was very unlikely that her work would be chosen. So she was incredulous when her teacher asked her to stay behind after school and told her that she had been chosen for the most important task of the day. The following extract from the story speaks for itself:

‘She couldn't believe what she'd heard. “Me?” she asked incredulously in a small voice. You've chosen me?’

“Yes, you Sarah,” said Miss Ellis, smiling. “You have a very special quality.”

A look of such amazement and joy swept over Sarah's face that it was a moment before Miss Ellis went on. “Tomorrow, Sarah, when our important visitors arrive, I want you to be there at the door to greet them. You will be the very first person they see. The very first! And I want you to give them your beautiful smile!”

“First Impressions” by Rosemary Abbeyfield,

Australian Woman's Day, October 25, 1999, p.87.

Modelling self-esteem enhancing behaviour

“When ridiculing, reprimanding or punishing pupils, teachers must try to picture themselves in their position and discover how they would have reacted to the same, when they were pupils. Self-inquiry of this kind will be very useful.”

Sathya Sai Baba

Natural but deliberate modelling by teachers has been shown to be a particularly effective way to bring about character development in students (Scott, 1999). In particular, it is valuable to model perseverance with difficult tasks and the use of failure as a learning experience to move on to new levels of growth (Scott, 1999; Taplin, 2000). Of course in modelling these behaviours we are not only enhancing the pupils' sense of self-worth, but also encouraging them to mirror the same behaviours in their interactions with others.

Silberman (1978) has suggested some positive modelling strategies for bringing about positive self-esteem in children. They include:

- distinguish between the trivial and the important.... Ask children to make their list of important values and to ask the question 'why does this matter to me?' – narrow down to the essentials and then have some honest talk about what's important and what's not
- be the kind of person you want your children to become
- emphasise your approval whenever possible:
- 'It is always tempting to transmit values by criticism. "Why is your room so messy? Why are you so careless with money?" Yet we seldom praise our children when their rooms are neat or when they have handled money well. We should, because compliments enable parents and teachers to transmit values by heaping deserved praise instead of inflicting unnecessary guilt.' (pp.135-136)
- Count how many times in a day you make negative comments:
- "I never realized how many times a day I made negative comments to the children," a mother told me, "until I actually began to keep score. I was appalled!" (p. 136).

Webster (1996) suggests some enabling strategies that we can utilize to enhance children's sense of self-worth. She cautions that there are certain 'disabling' things that we should be careful **not** to say because constant repetition of these messages may cause long-term damage that may undermine the child's sense of well-being now and in the years ahead:

- be careful when and how to give constructive criticism:
- ‘Even constructive criticism can sting when it’s delivered at the wrong moment – for instance, right after a youngster has mucked up a project. That’s when he’s most vulnerable.... Later on...put your effort into discussing the child’s feelings and working together on ways to improve his performance.’ (p.24)
- avoid excessive teasing, particularly about their physical appearance or shortcomings:
- ‘teasing that comes from parents [or teachers] is the most painful teasing of all.’ – and can lead to more negative views of themselves as they grow up (p.24)
- encourage them to express their feelings:
- ‘When we continually deny their feelings, our children get the message that they shouldn’t express them. They begin to think that they’re supposed to keep anger and other emotions to themselves.... If you child expresses acute disappointment or a negative emotion... listen to what she or he has to say, and acknowledge his or her feelings with respect. (p.25)
- don’t be over-effusive with praise:
- because children will stop believing it and are likely to experience a big letdown when they get into the larger world. Temper praise with honesty. p.25
- express anger without being hurtful:
- criticize the child’s behaviour instead of the child himself. Don’t say, “You’re such a slob.” Try: “Your room is a mess. You need to pick up the dirty clothes.”(p.26).
- share the child’s enthusiasm about sharing something he has done:
- “don’t always put him off with ‘not now’ – a persistent pattern of putting him off can leave a lasting impact.” (p.27).

Silent Sitting

“He [the child of the future] is never lonely because he has found his true self. He knows that happiness means enjoying the things around him, and for that he doesn’t have to possess them; that true joy is to possess the wholeness of things, the wholeness of himself and the wholeness of the universe – a wholeness which, since his babyhood, he has never left.”

Medhananda (1996), p.78

What most of these strategies discussed above have been advocating is helping children to get in touch with their true selves. What an enabling thing it would be if we as teachers can help to bring about this sense of inner strength. One simple technique that can be used on a regular basis to help with this is that of silent sitting and creative visualization (please refer to the chapter *Silent Sitting and Creative Visualisation in the Classroom*). Silent sitting is a tool for silencing the mind's extraneous 'chatter' to improve concentration and problem solving. It refers to encouraging pupils to sit quietly and allow their minds to relax for a few minutes, particularly at the beginning of a lesson, to make them feel more focused and peaceful. Positive visualization can be incorporated into a silent sitting activity to guide pupils to focus on constructive, healthy thoughts and actions, rather than negative or destructive ones. It is an empowering technique that can have immense benefits for all pupils - even those who are initially reluctant to participate in silent sitting sessions begin very quickly to look forward to and even to ask for them. The following visualization is one that can be utilized on a regular basis to enhance their self-esteem by helping them to get in touch with their true selves.

Visualisation for getting in touch with your true self (to be used on a daily basis)

[Begin with a few slow, deep breaths to encourage relaxation.] Take your concentration deep inside your chest. Hidden there is your true self. This is the part of you that knows no fear and is always courageous. It is the part of you that never knows loneliness because it always knows love. It is the part that knows no attachments to external things because it is always complete within itself. Hold your attention on that deep, inner part of yourself and imagine that a beam of light is shining down through the top of your head onto that spot. Continue to allow the beam to pour onto that spot. Watch as the light touches your inner self and allows it to expand, like a flower opening. As the flower unfolds, your inner self grows and grows, larger and stronger, until it fills your whole body and your mind and your emotions with an intense feeling of peace and love. This is the time when you can trust yourself the most, to make the best decisions, and to have your own strength and completeness. Open your eyes slowly in your own time, and appreciate the inner strength you have unlocked.

Value statements, proverbs and positive affirmations

Student self-esteem can be enhanced by the use of value statements, that is statements of positive characteristics that all teachers and students can accept as desirable goals and that are prominently displayed in key locations in the school and are sometimes included on stationery, newsletters, and assembly programs (Peterson and Skiba, 2001). This use of value statements can be enhanced by the use of proverbs and/or other positive, inspirational quotations - with regular, frequent exposure it is possible for these to have a 'reprogramming' effect on our thinking,

which in turn has positive effects on the way we act. Some examples of esteem-enhancing quotations are shown below.

"Someone once asked me what I want on my epitaph when I pass away. Just the words - 'I tried.' That's what this game of life is all about. Trying. There's the tryers, the criers, and the liars." -- **Mickey Rooney**

"As long as we are persistent in our pursuit of our deepest destiny, we will continue to grow. We cannot choose the day or time when we will fully bloom. It happens in its own time." -- **Denis Waitley**

"Persisting through lesser difficulties builds your capacity to persist through greater difficulties, and achieve even greater things." -- **Brian Tracy**

"The establishment of a clear central purpose or goal in life is the starting point of all success." -- **Brian Tracy**

"Don't dwell on what went wrong. Instead, focus on what to do next. Spend your energies on moving forward toward finding the answer." -- **Denis Waitley**

"The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem." -- **Theodore Rubin**

"You can do anything in life you set your mind to, provided it is powered by your heart." -- **Doug Firebaugh**

"How different our lives are when we really know what is deeply important to us, and keeping that picture in mind, we manage ourselves each day to be and to do what really matters most." -- **Stephen Covey**

"Every living creature that comes into the world has something allotted him to perform; therefore, he should not stand an idle spectator of what others are doing." -- **Sarah Kirby Trimmer**

"You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of. You don't have charge of the constellations, but you do have charge of whether you read, develop new skills, and take new classes." -- **Jim Rohn**

"The choice is yours. You hold the tiller. You can steer the course you choose in the direction of where you want to be - today, tomorrow, or in a distant time to come." -- **W. Clement Stone**

"Don't go around saying the world owes you a living; the world owes you nothing; it was here first." -- **Mark Twain**

"My philosophy is that not only are you responsible for your life, but doing the best at this moment puts you in the best place for the next moment." -- **Oprah**

Winfrey

"Whatever you believe with emotion becomes reality. You always act in a manner consistent with your innermost beliefs and convictions." -- **Brian Tracy**

"If you believe you can, you probably can. If you believe you won't, you most assuredly won't. Belief is the ignition switch that gets you off the launching pad." -
- **Denis Waitley**

"Somehow I can't believe that there are any heights that can't be scaled by a man who knows the secrets of making dreams come true. This special secret - curiosity, confidence, courage, and constancy, and the greatest of all is confidence. When you believe in a thing, believe in it all the way, implicitly and unquestionable." -- **Walt Disney**

"One person with a belief is equal to a force of ninety-nine with only interests." --
John Stuart Mill

"People begin to become successful the minute they decide to be." -- **Harvey Mackay**

"Learn how to be happy with what you have while you pursue all that you want." -
- **Jim Rohn**

"Happiness comes when you believe in what you are doing, know what you are doing, and love what you are doing." -- **Brian Tracy**

"Happiness is an attitude of mind, born of the simple determination to be happy under all outward circumstances." -- **J. Donald Walters**

"Opportunity often comes disguised in the form of misfortune, or temporary defeat." -- **Napoleon Hill**

"Effective people are not problem-minded; they're opportunity-minded. They feed opportunities and starve problems."-- **Stephen Covey**

"Be more concerned with your character than with your reputation. Your character is what you really are while your reputation is merely what others think you are." -- **John Wooden**

"Character is a quality that embodies many important traits, such as integrity, courage, perseverance, confidence and wisdom. Unlike your fingerprints that you are born with and can't change, character is something that you create within yourself and must take responsibility for changing" -- **Jim Rohn**

The history of the human race is the history of ordinary people who have overcome their fears and accomplished extraordinary things. -- **Brian Tracy**

If I were asked to give what I consider the single most useful bit of advice for all humanity, it would be this: Expect trouble as an inevitable part of life, and when it comes, hold your head high. Look it squarely in the eye, and say, "I will be bigger

than you. You cannot defeat me." -- **Ann Landers**

Hard work often leads to success. No work seldom does. -- **Harvey Mackay**
Optimists are right. So are pessimists. It's up to you to choose which you will be.
-- **Harvey Mackay**

"I can't do it" never yet accomplished anything. "I will try" has accomplished wonders. -- **George P. Burnham**

"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it". -- **Lou Holtz**

"Any fact facing us is not as important as our attitude toward it, for that determines our success or failure." -- **Norman Vincent Peale**

"Positive thinking will let you do everything better than negative thinking will." -- **Zig Ziglar**

"Don't say, 'If I could, I would.' Say, 'If I can, I will'" -- **Jim Rohn**

"Whether you think you can or think you can't -- you're right." -- **Henry Ford**

"If you look up, there are no limits." -- **Japanese Proverb**

Finding Inner Potential

'The first duty of the teacher is to help the student to know himself and to discover what he is capable of doing'

The Mother (1996), p.16

Much that has been written here about strategies for enhancing self-esteem has been concerned with helping pupils to understand their inner potential and how this can be used to make a meaningful contribution (Dowsett, 1996). Everyone has something unique and special about them and it our responsibility as teachers to help them to find and to value what this inner potential is and how it can be used to contribute positively to the student's **own** life, for the **whole** of life, as well as to contribute to society (Dowsett, 1996). To do so is quite a challenge considering the many roles and responsibilities of a teacher, but to help a pupil to develop self-confidence is undoubtedly one of the most valuable gifts we can give.

"Without self-confidence no achievement is possible. If you have confidence in your strength and skill, you can draw upon the inner springs of courage and raise yourselves to a higher level of joy and peace."

Sathya Sai Baba

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Conflict Resolution in the Classroom

“The world yearns for ‘a new way of fighting’, one in which people can be strong without being mean. Conflict is part of life, and we wouldn’t want to eliminate it even if we could. But we urgently need ways to end the violence between diverse groups of people that causes so much unnecessary pain and suffering” (Lantieri, 1995, p.14).

The increasing prevalence of destructive conflicts in society suggests the need for skills of creative conflict resolution to be taught to children from as early an age as possible (Stevahn and Johnson, 1997), not only for the purpose of preventing destructive behaviours, but also to enable them to learn how to use conflict positively and constructively to improve the quality of their lives (Johnson and Johnson, 1997, Stevahn and Johnson, 1997) and lead them on the road to empowerment (LeBlanc and Lacey, 1998). This is important because “response to conflict itself helps transform individuals from fearful, defensive, or self-centred beings into confident, responsive and caring ones, ultimately transforming society as well” (Bush and Folger, 1994, pp.82-83).

Teachers can help the development of constructive conflict resolution by consciously making use of naturally-arising conflicts as well as deliberately creating controlled situations of conflict as part of the curriculum. These kinds of skills are essential if people are to learn to build caring relationships and function effectively in society (Tyrrell and Schully, 1998).

Much of the literature about conflict resolution has suggested valuable strategies such as peer mediation (Lanteri, 1995; Jones, 1996; Graham and Pulvino, 2000) that are add-ons to the curriculum, or punitive “after the fact” solutions to the problem (Daunic et al., 2001, Woody, 2001). Research has suggested that teaching conflict resolution strategies can be effective (Johnson and Johnson, 1997, Hay et al., 2000) but that it is at its most effective when it is an integral part of the daily activities in the classroom and is dealing with issues that the pupils can relate to personally (Polite and Adams, 1997). This kind of integration enables pupils to ‘overlearn’ conflict-resolution techniques (LeBlanc and Lacey, 1998) so that it becomes more natural for them to transfer these strategies to other contexts. The purpose of this article is to examine some of the literature about conflict resolution and to make some recommendations about how it can be incorporated into teaching programmes rather than making it an “add-on” to the curriculum.

Positive programming

Each student must, after intelligent inquiry, decide for his guidance during every occasion which goal is best and which action is best suited to realize it. Both the goal and the action must serve the needs of society and help it to progress.

Positive mental programming is particularly important for children these days, because so many of them experience much exposure to “secondhand violence” through media that include toys and television (LeBlanc and Lacey, 1998). Jumsai (1997) proposes that, through the five senses, the conscious mind receives and processes information from the environment in order to create awareness and understanding. The subconscious stores the memories of everything that we have experienced, and feeds these memories to the conscious mind to control the individual’s thoughts and actions, and even to colour our perceptions of events that happen around us. He suggests that if a child is constantly exposed to negative programming such as “second-hand violence”, it is these stimuli that will be drawn from the subconscious mind and guide the child’s response when a situation of conflict arises. Therefore, Jumsai suggests that it is important to ensure that the information that is stored in the various levels of the mind is ‘clean’, positive and constructive, since its retrieval will have a significant effect on the individual’s thoughts and actions.

One way of effecting positive programming is to use the technique of silent sitting and positive visualization. Silent sitting can enable children to relax and unwind for a few minutes. It is often linked to breathing exercises, since there is scientific evidence that when we are stressed, angry or frightened, we take fast, shallow breaths, but that when we take some deep breaths we feel better. It is important for children to be taught how to use their breathing to help to bring about inner peace and happiness. Positive visualization can be incorporated into a silent sitting activity to guide pupils to focus on constructive, healthy thoughts and actions, rather than negative or destructive ones.

Alderman (1996) gives two examples of positive visualisation activities that have been used successfully to guide pupils to programme themselves positively with respect to conflict resolution. Each of these will take only a few minutes of class time, but with repeated practice they can have positive effects. In both cases, the children can first be guided to close their eyes, relax and focus on their breathing for a few moments before the visualization is read to them:

(p.155). Think of a time when you felt angry with someone....Feel the anger....Look carefully at what made you angry....Is it because you wanted something and did not get it?....Is it because there was some injustice involved?....Imagine yourself telling the person gently that you felt angry and why....Or if you think it would be better, just walk away from the situation. Imagine yourself drinking a cool glass of water and the heat of anger leaving you....You feel calmer....You were able to resolve the situation without shouting, insulting or hitting the person. So congratulate yourself on your self-control....You begin to feel more peaceful and happy.

(p.205) Think of a time that you regret because you were violent in thought, word or deed....See yourself doing that action....See the consequences of your action for the other people....And for yourself....Silently say sorry to everyone involved, including yourself, for all the hurt you caused....Feel yourself surrounded with love and forgiveness....Imagine yourself acting differently in this situation, so that no one, including yourself, is hurt....Think of a time when you did something to reduce conflict....or stop something hurtful happening....or imagine something you would like to have done....See yourself doing it....Feel the pleasure of achievement....Imagine good spreading out from your action like ripples in a pond.

Group activities

“This is the apathy of education today. It teaches us languages and concepts but it does not teach us how to live in a balanced way with ourselves and others.”

Sathya Sai Baba

It has been argued that conflict is not something to be avoided, but rather that it is a most important catalyst for moral growth, particularly in adolescents (McHenry, 2000). McHenry suggests that emphasis on the value of community and group attachments is an important part of teaching students how to cope with conflicts. Group activities can provide ideal contexts for pupils to learn how to resolve conflicts and respect each other’s opinions in a controlled environment, but it is important that they are actually taught these strategies and that the teacher discusses with them how effectively they are being implemented. Mutual respect and trust is an important component of conflict resolution (LeBlanc and Lacey 1998), so it is important to establish and discuss rules for group situations that can include (Black, 2000):

- not putting down the other person, using sarcasm, disagreeing more often than agreeing, or being defensive;
- not withdrawing (avoiding eye contact, displaying low levels of self-disclosure, or diverting discussion);
- listening and speaking to convey supportiveness, understanding, and expressing warmth or concern;
- agreeing with/acknowledging what is being said, and encouraging the other person.

Sometimes topics can be set that focus directly on conflict resolution, as illustrated in the following activities suggested in *Learning to Live Together in Peace and Harmony*, a UNESCO-APNIEVE Sourcebook, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, 1998):

- Present pictures and articles from newspapers highlighting difficulties for people caused by political/religious conflicts or natural disasters. (Choose material that is as recent as possible and related to events which provoked much argument in your society, and in which many students will be interested.)
- Discuss what the people who live in areas of conflict should do: for instance, by being tolerant of other people's religions or political ideologies, understanding other races' cultures, not invading other people's rights, etc.
- Discuss what people who live in areas beyond the conflict could do, e.g. to reconcile the conflicting nations or races, sending relief goods and volunteers, etc.

- Discuss young people's activities aimed at achieving peace in the world.
- Ask 'why' questions:
 - *Why should all countries or people help each other to solve global problems?*
 - *Why do people set up international co-operative organizations?*

Similarly, pupils can be given stimuli for writing activities that will focus on values such as effective conflict resolution:

- Reviewing your life, who are the people you have found yourself in conflict with?
 - What issues usually surround your conflicts?
- How did you feel each time you found yourself in conflict with someone? Do you notice a general pattern with regard to the way you feel towards conflict? Fear? Irritation?
- How do you usually handle conflicts - through fight, flight or not facing up to resolving them? Once again, do you notice a general pattern in the way you usually deal with conflicts?
- What accounts for your feelings and/or behaviours toward conflict? What factors in your life influence your response?
- What usually results from the way you handle conflict situations?
- What alternatives might you consider for handling these conflict situations more effectively?

Pupils can reflect on, or share with a partner, any insights and discoveries they have drawn from this activity. Starting points could be:

- Through this activity, I was particularly struck by ...
- I became much more aware of
- I once more realize that I....
- It made me happy/disappointed to see that I....
- As a result, I am seriously considering....

In addition to talking directly about conflict resolution, the teacher can set group activities that will deliberately cause conflicts to occur. One way to do this is to be aware of the three types of conflict, as suggested by Palmer (2001), and to create opportunities for:

- Conflict over resources, for example when there is only one computer in the classroom and pupils need to learn how to compromise regarding its use;
- Conflict of needs, for example if one pupil needs to have attention but this makes others feel jealous;
- Conflict of values that occur when a person's beliefs, ideals or goals are challenged.

It is particularly easy to set group tasks that are catalysts for the third of these, that is on topics about which pupils' opinions are likely to be divided, but an astute teacher can also make use of the other types in setting appropriate tasks.

Roleplay

When an atomic bomb is exploded thousands of miles away by America or Russia in some far-off country, the fall-out travelling all over the world contaminates the atmosphere, poisons vegetation and distorts life, say the doctors who have to deal with them. The vibrations of hatred and greed, of pride and envy that result from the shouts of discontent or animosity also pollute the air equally seriously.

Roleplay can develop skills of working co-operatively together and reacting appropriately to different situations. Palmer (2000) suggest that in language classes pupils can be asked to roleplay a scene where, for example, somebody pushes in front in the cafeteria line. After the roleplay, the teacher can ask questions like:

- How did you feel when the person broke in front of you?
- Why do you think the person broke in ahead of you?
- How did you react?
- Did your response cause a conflict?
- Did your action resolve the conflict or escalate it?
- Are there other ways to resolve the conflict?

Teacher behaviour in handling conflicts

“Human values cannot be learnt from lectures or text-books. Those who seek to impart values to students must first practise them themselves and set an example.”

“The quality of patience is a most important quality. Of all the good qualities a person can have, patience and forbearance rank at the very top.”

As the two quotations above suggest, the teacher has a vital role to play in influencing how pupils react to situations. Whether we like it or not, our pupils do look up to us and base their behaviours on ours. If they see us reacting to conflict in an inappropriate way, they are likely to follow our example, whereas if we engage in appropriate behaviours they are more likely to follow this lead. Palmer (2001) gives three examples of how a teacher can behave in a conflict with a student. In these examples, the conflict has happened because the pupil has said, "I don't want to do this stupid activity." The first way the teacher can respond is by saying, "You're going to do it." This can possibly lead to a stand-off situation, where no satisfactory conclusion is reached by either party. The second way the teacher can react is to say, "Well, maybe it is a stupid activity. I guess you don't have to do it." In this situation, the resolution is not satisfactory because the teacher relents. The third way that the teacher can respond is to say, "You sound upset. Why are you so upset? Tell me more. ...[and after further response from the student] So you think the activity is stupid. What would you need to have happen to feel good about doing it?" In this case the teacher is neither relenting nor creating a stand-off, but instead is modelling an effective way to bring about a resolution to the conflict.

According to Palmer, another important strategy in conflict resolution is effective listening, since conflicts can often arise when somebody hears something other than what was actually said. Teachers can of course help children to improve their listening skills, but they can also do much valuable role-modelling by engaging in active, attentive listening in their own interactions with their students.

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Diamond of the week

I believe the children are our future. Teach them well and let them lead the way,
Show them all the beauty they possess inside
Give them a sense of pride.... (The Greatest Love of All – Whitney Houston)

The purpose of this article is to describe an activity, with a class of seven and eight-year-olds, that aimed to elicit these children's own inner values, with a particular focus on some special needs children with severe behavioural problems.

Helping children to know and appreciate themselves

Each has his particular duty, task, role as an individual. Do that duty, carry on that task, play that role as best you can; that is how one can fulfil himself.
--

Sathya Sai Baba

'The first duty of the teacher is to help the student to know himself and to discover what he is capable of doing.' -- The Mother

One of the foremost aims of Maintaining Wellbeing is to help **every** child to find that special gift that will enable him/her to be fulfilled and a useful contributor to society, to help them to strengthen their gifts and change the not-so-good qualities that are getting in the way.

The first aim of this activity was to encourage the children to find their own unique strengths. The first lesson began with the use of **silent sitting** – simple, quick technique involving children sitting quietly and using their imaginations to visualize empowering situations. We used the idea put forward by a number of experienced psychologists, of enclosing hyperactive children in a golden circle that helps them to define their boundaries, but extended the idea to a golden bubble that enclosed them completely. The golden colour represents security and purity.

Imagine that you are inside a golden bubble. You are floating around in the bubble, very safe and happy. The other children are in their bubbles too. Sometimes you bump gently against each other but you are inside your own bubble and nobody else can come in. Your golden bubble is your own special space where you can go whenever you like.

Next imagine that you are very, very tiny and you are walking inside your own brain. It looks like a library, with lots of shelves and books. Inside the books is all the things you have ever learned. You walk along the shelves until suddenly you find what you are looking for. It is a big book on a very high shelf. You take it off the shelf and look at the cover. On the cover it has your name and it is called "My Book of Special Strengths". Imagine that you open the book. On the first page there is a list of all the special strengths that you have, and all the things that you are good at. It might be words, or it might be a picture, or it might be like a movie. If you can't see anything don't worry because it will pop into your mind later. Have a good look at what is on the page and make sure you take careful notice of the information that is given to you. When you are ready, close the book and put it back on the shelf.

Following this, they shared what they perceived to be their own unique strengths. Some of the ideas they shared with us later were:

- I am kind.
- I smile a lot.
- I take pride in everything that I do.
- I invite children who are lonely to play with us.
- I make Mum laugh with my jokes.

- I do things (like tidying my room) without having to be asked.

After this each child was given a class list and asked to write what they saw as being the special strengths of each of their classmates. Children themselves can be very perceptive in recognizing their classmates' gifts and potentials. Phase 2 of the project required each child to fill out a weekly diary on "How I used my special strengths to help (a) myself, (b) my friends, (c) my family, (d) my school, and (e) the world.

Diamonds of the Week

A diamond is first just a dull piece of stone, a hard pebble, only when it is cut by a artisan does it become a multi-faceted flame of fire.

Sathya Sai Baba

It was in Phase 3 that we really integrated the concept of children using their strengths to help themselves and others with the idea of helping them to come to a deeper understanding of themselves. First the children repeated the same silent sitting exercise as above, but this time they were asked to find in the book something that was not so good about themselves, that they would like to change. Over a period of several weeks, one child was chosen each week to be the "diamond" for the week, to be polished and purified. First they shared with their classmates what the thing was that they would like to improve in themselves, following which they were invited to share how they would like their classmates to help them to make this improvement. The rest of the class and the teacher then suggested further ideas, and they all agreed that they would work together in unity to help that week's "diamond" in the agreed ways for the week to come.

When we first called for a volunteer the first hand to shoot up was that of a child diagnosed with Attention Deficit Disorder. He sincerely wanted to change himself – he wanted to be able to sit still at his desk and do his work. We agreed that his classmates would help him by reminding him to focus on his work and help him if he was having difficulties, as well as to use silent sitting to withdraw into his "golden bubble" if he was feeling agitated or disturbed. In the second week the "diamond" was a boy who said that he wanted to stop being mean to children who are mean to him. We talked about some strategies including walking away from a confrontational situation and drinking a glass of water to cool down, and his classmates worked very hard at taking him away from potential conflicts and playing somewhere else with him. The class teacher reported that, even in the very short time of the project, the improved behaviour and self-esteem of these troubled children was miraculous. The third week's "diamond" was a girl who wanted to improve her concentration. At the end of the week, the class reported that she had focused so hard on helping herself that there had been no need for any of the other children to remind her or help her.

One of the girls said that she wanted to stop being annoyed by her brother. In our final session she told us that: "Whenever my brother starts to annoy me, I do my silent sitting and go into my golden bubble. Then I become calm and my brother stops annoying me. And then Mum and Dad are happy because we are not fighting.

So when I use silent sitting instead of fighting back when my brother annoys me, it makes everyone in the family happy.”

After finding the talents, and purifying the diamonds, it is important to put them to good use.

Happiness consists only in helping others.

Sathya Sai Baba

He who dedicates his time, skill and strength to service can never meet defeat, distress or disappointment. He will have no foe, no fear.

Sathya Sai Baba

The focus of this teaching experiment was for the children to engage in selfless service to help their classmates, one at a time, to recognize their unique inner qualities and to work on those characteristics within themselves that they wanted to change. Next the children’s teachers encouraged them, over an extended period of time, to find ways of using their special strengths to help themselves, their friends, their families, their school and the whole world. The ultimate goal is for these children to come to the stage described in the two quotations below.

“He [the child of the future] is never lonely because he has found his true self. He knows that happiness means enjoying the things around him, and for that he doesn’t have to possess them; that true joy is to possess the wholeness of things, the wholeness of himself and the wholeness of the universe – a wholeness which, since his babyhood, he has never left.”

Medhananda (1996)

If there could be only one thing in life for me to learn

I would learn to love...

To respect others so that I may find respect in myself,

To learn the value of giving, so that if ever there comes a time in my life that someone really needs, I will give,

To act in a manner that I would wish to be treated; to be proud of myself,

To laugh and smile as much as I can, in order to help bring joy back into this world.

To have faith in others,

To be understanding....

To stand tall in this world and to learn to depend on myself,

To only take from this Earth those things which I really need, so there will be enough for others,

To not depend on money or material things for my happiness, but

To learn to appreciate the people who love me, my own simple beauty and to find peace and security within myself.

*I hope I have learned all of these things,
For they are love.*

Adapted from "A Teacher's Prayer", Donna Dargis
Sathya Sai Human Values, Sathya Centre of Telok Blangah, Singapore, 1996.

Activity Outlines

Session 1

- Prior to the project starting, a letter was sent home explaining that the children would be given a diary, and inviting parents to assist them to fill in and to sign to show they had read it. This proved to be a very effective community activity.
- Silent sitting, focusing on imagining yourself inside your own brain and finding your own strengths (see above)
- Children reflect on and share their strengths and then one of the child sitting on their right
- Brainstorm ways we can use these special strengths to help ourselves and others.

Some examples suggested by the children:

To help myself:

- *Walk away from X when she's bothering me*
- *Being quiet for [teacher] so everyone can learn*
- *Being kind to myself by listening to how my body is feeling (eg tired, hungry)*

To help my friends:

- *Smiling and being friendly*
- *I can help my friends and help the world by being happy*

To help my family:

- *Speak nicely to each other*
- *Keep Mum smiling with my great jokes*

To help the world:

- *Turn taps off tightly to save water*

- Children are divided into three groups. Each child is given a set of stickers with the names of the other group members. They are asked to write what

they see as being the special strengths of each child named on the sheet. (Later the teacher can compile the stickers onto one page for each child.)

- Silent sitting – children sit silently and visualized themselves using their special strengths to help themselves and others.
- Homework task – diary introduced (see resources)

Session 2

- Share diaries
- The same silent sitting activity is repeated but this time children are asked to identify something that is stopping them from being all they can be – something they would like to change or develop so they can become stronger people.
- Children record by writing or drawing the thing they would like to work on

Session 3

- **Silent sitting (with music)** Introduce them to the idea of filling their heads, hearts and hands with light so they can help each other.

Imagine that you are sitting under a tree. It can be any tree that you really know or a pretend one. Feel the tree trunk on your back just like the back of the chair, and lean back against it. Breathe in deeply but gently. Feel the warmth of the sun and the coolness of the earth protecting you and making you feel safe. Look at yourself doing the thing that you have chosen to change about yourself. Then do something to destroy that picture. You can tear it up and throw it in the bin, burn it, stamp on it or whatever you like. Now celebrate – do whatever you want to do – have a party or whatever you would like to do – to celebrate that the picture has gone. Now come back to sit under the tree and lean against it. Now think about the new strength that you need to be able to change. As you breathe in imagine this new strength getting stronger and stronger in you.

Other silent sitting ideas related to the focus of this session

- *Visualise a golden wheel with a black hole in the middle. Breathe all your worries and fears into the black middle, and breathe in the golden spokes to replace it.*
- *Imagine a balloon with your ‘false’ faces that hide who you really are. eg if you act like a clown, imagine a clown face on the balloon. Imagine that you squeeze the balloon and let go. Every time you let go imagine that now you don’t need to be that false face any more. Keep doing this until you have squeezed all the energy out of the balloon. Then let the balloon go or burst it.*

- *Be like a bee going from flower to flower, taking nectar and spreading it to the next one, helping each one to get better and stronger. Don't be like the mosquito that sucks others' blood and spreads disease and suffering.*
- *Imagine yourself floating in a boat on calm, smooth water....nothing that happens stops you from feeling calm. If you do something good and others praise you, you just smile and accept, without becoming big-headed. If somebody shouts at you or hurts you, you do not feel small, you just keep on floating in your boat. (The golden bubble can also be used for this.)*
- *If you cannot do good at least refrain from doing bad.*
- Children share what they would like to change from previous session, e.g.

X wants to stop being silly

- What is x going to do to help himself?
- What can we all do to help him with this goal?

Three of the girls want to be better friends.

- What can they do to help themselves?
- (Always feel the same for your friend as you do for yourself, i.e. if a friend gets something special, feel as happy for them as your would for yourself instead of feeling jealous)
- What can we do to help them with this goal?
- One child volunteers to be 'diamond of the week', eg

Y wants to sit still and do his work.

- What can Y do to help himself?
 - *Sit somewhere where he can't see anyone else.*
 - *Do silent sitting and put himself inside the golden circle*
- What can we all do to help Y?
 - *Remind him to go and sit somewhere where he can't see anyone else.*
 - *Remind him to do silent sitting or go and do it with him.*
- In groups, children suggest strategies they can use to help Y.

- The strategies are suggested to Y and he discusses whether or not he thinks they will be helpful.
- Y is invited to sit in the middle of the circle and the children do silent sitting, imagining themselves putting the suggested strategies into practice.
- The session concludes with the children ‘throwing’ their good thoughts and best wishes to Y.
- A display is made with a photo of Y and the list of strategies

Subsequent sessions

- Sharing of diaries and silent sitting continue
- Children report on what they have done to help Y . Y is invited to describe the strategies that have helped him the most and whether he feels he has started to change the thing he wanted to change.
- An incoming ‘diamond of the week’ is selected and the process is repeated.

My Helping Diary



Name:

My special strengths are:

Date: _____

This is how I have used my special strengths this week to help:

Myself 	My Friends 	My Family 	My School 	The World 

Knitting Love: A Service Project in a Primary School

by Margaret Taplin

Love all, serve all

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

Sathya Sai Baba

One of the most important fundamental components of education in human values is to encourage children to engage in selfless service, not for the sake of reward but for giving the service to others for its own sake. The benefits of this are not only to the recipient of the service but also to the child who is giving it, since it develops attitudes of altruism and compassion.

This component was very much in the mind of Assistant Principal Maureen Street when she was working with teachers to develop a social skills and values education framework for her primary school in Tasmania. She felt that she had other components of character development covered by the programme that was developing, but that the service component was something missing from the commercial programmes the school was utilizing. In an attempt to introduce an attitude of service into the school, Maureen came up with a simple idea – to teach the children to knit, so they could knit squares to make rugs for the elderly in their community. She advertised in the school’s newsletter for scrap wool and discarded knitting needles and supplemented the donated supplies with purchases from the City Mission store. Soon the equipment had been collected and the next step was to call for volunteer knitters. Maureen informed the children that she would be conducting two lunch-time sessions per week, to knit squares to make rugs for disadvantaged people, and the volunteers began to arrive. Approximately twenty students turned up on the first day and over a period of a month the total number of students involved increased to thirty-nine. Some children came to just one session but then continued to knit at home. It was not necessarily the children Maureen would have expected who came. It was an interesting mixture of grades and ages and included boys who Maureen would have described as being “at-risk” in terms of both their in and out-of-class behaviour and their learning weaknesses. Maureen was fascinated by the way in which these boys settled to the task and the concentration they gave to learning the new skill. At first the results were full of holes and dropped stitches but gradually their skills improved.

Unfortunately there is no feeling of unity today in the world. All the problems bedeviling mankind are due to the absence of unity.

Service brings human beings closer to each other and promotes affection and

friendship.

Sathya Sai Baba

It was then that the “miracle” started to happen. Others in the school who didn’t come to the lunchtime sessions – children, teachers, parents, grandparents and friends – also started to knit. Almost every day when Maureen came into her office, there would be completed squares sitting on her desk, and many times she did not know who had put them there. Suddenly, incredibly, members of the wider school community were working together to support this project.

It [service] should be done with humility and sincerity... The spirit of service eradicates egoism and selfishness... Through service, you gain good character.

Sathya Sai Baba

Hard it is to understand: By giving away our food, we get more strength; by bestowing clothing on others, we gain more beauty...

Buddha

But the miracle did not stop there – because Maureen began to notice changes in the behaviour of the knitters, especially those “at-risk” boys, who would sit silently and concentrate on the task for the whole lunch-hour. She cherishes the mental image of one such boy, who had difficulties in the playground including bullying younger children, sitting patiently beside a younger boy (also with special social needs), showing endless patience as he taught him how to knit. “If I had been asked to name the child most likely to be doing this,” laughed Maureen, “I would never in a million years have named this boy.”

So why is it that this project brought about such positive results? In attempting to answer this question, let us take a look at some of the components of education in human values that were mirrored in this project.

Love

If you do not allow your heart to melt with compassion your life will be a sheer waste. All practices have to be directed towards softening your heart so that it will flow with kindness and love. Develop this feeling of compassion and allow it to flow fully and spread among all the peoples of the world.

Render service with a pure and selfless heart.

Sathya Sai Baba

The key element to this project was love. First, the project was offered by a teacher who felt genuine love for the pupils, and this love came through to them via the very fact that she had offered them the opportunity to join the project. The knitting group was a chance for even those students who were “at-risk” with learning and

behaviourally to start again with a clean slate, on equal footing with others. It was a chance for older children to help younger ones, and a way to bring family members together to share a common project. And underpinning all of this was the sense of compassion being developed in the children for the “less fortunate” people who would be the recipients of the rugs. Interestingly, not one child asked Maureen who the rugs were being knitted for – they simply rallied to the task of helping the needy.

Service

All beings in creation are living by rendering mutual service and no one can be considered superior to another.

Sathya Sai Baba

In this case, the Assistant Principal, teachers, children, parents, and grandparents were all working together at the same level - all doing bits of each other's knitting and all working to a common goal. Children would take a partly-knitted square home and it would come back with clear evidence that one of the parents had also done some. One child started knitting a scarf, so she would bring that and her square to the knitting club. She and the Assistant Principal would take turns to work on each piece, sometimes Maureen working on the scarf and then handing it back to the child, sometimes the child working on the square and handing it over to Maureen. The children and Maureen willingly volunteered two lunch hours per week for the project, without any sense that one was a more important group member than any other and without any thought of “what's in it for me”.

Creativity

Students must be encouraged to engage themselves in work programmes in order to discover their skills, promote them and enjoy them. The vocational engagement must lead to creative activity, not necessarily to commercially productive application.... After all the real aim of education is to enable one to be and not to do.

Swami Vivekananda, p.29

Creative activity is an essential component of character development: as a means of expression, for relaxation and enjoyment, to build self-confidence and co-operation, to teach discrimination, to encourage responsibility, to strengthen concentration, to develop co-ordination, to bring out inner talents, to encourage discipline, patience and perseverance; and to develop skills (Jumsai and Burrows, 1991). One of the reasons why the knitting project became so popular was because it was creating an opportunity for children – and in many cases their parents – to learn a skill that had been forgotten by many of their generation in their community. When enough squares had been completed to make the first rug, one of the mothers offered to sew them together. It came back not only beautifully stitched but also with a skilfully crocheted edge. The mother's 93-year-old aunt had been visiting while she was

sewing the rug, and had taught her how to crochet. Another mother sent her daughter along with some brand new needles and balls of wool, because she herself wanted to learn how to knit and she wanted her daughter to learn so she could teach her.

Silent Sitting

In rendering service there should be unity of heart, head and hands.

Sathya Sai Baba

Clearly the knitting that took place in this project engaged all three: the head, as the children concentrated on the new skill they had learned; the heart, as the ultimate goal was to provide something to help the needy; and the hands, as these were busily occupied with carrying out the task. The following story illustrates the importance of keeping the “monkey mind” occupied so it cannot get into mischief (Jumsai and Burrows, 1991, pp.84-85) – and suggests why even the children with behavioural problems were so differently behaved in the knitting club.

“There was once a young man digging in his garden. Suddenly he came across something hard buried in the ground. He dug it out and, being curious to find out what it was, he quickly cleaned off the earth and started to wipe it with a cloth. It turned out to be an old oil lamp. As he wiped it, smoke appeared which took the form of a genie. The genie spoke to the young man. “Thank you for freeing me. In return I will serve you. You can ask me to do anything, but there is only one condition: if you stop using me at any time, I will eat you up!” The young man thought about this and very quickly decided that it was a good idea to have a servant and he was certain he could keep the genie occupied all the time, so he agreed. The genie then said, “Master, tell me what you want but remember, if you don’t use me I will eat you up.” The young man replied, “I want a castle to live in.” Immediately, the genie materialized a castle. The young man was shocked; he had imagined that the genie would take a year or so to build the castle. So he had to think quickly what to ask the genie. “Build me a wide road to the castle.” Immediately it was done. “I want a beautiful garden surrounding the castle.” Again his wish was granted. “I want...” So the young man continued, but he was getting very worried that he would soon run out of things to ask for; also he knew he would not be able to live in his castle as he had to keep the genie busy all the time. Finally the young man thought of a solution. He asked for a very tall pillar which immediately materialized. He told the genie to climb slowly to the top and told him, “When you get to the top, climb slowly down again. When you get to the bottom climb up again...and continue doing this.” The genie had to climb slowly up and down all the time. The young man sighed with relief; he was now safe. The genie was kept busy so the young man was able to live in his castle and live happily ever after.”

Jumsai and Burrows tell us the message in this story is that the mind is a very powerful and useful tool that is capable of achieving wonders but that is equally capable of running wild and, like the genie, can become ready to “eat us up” at any moment. It appears that one of the benefits of the knitting activity is that it has provided a “pillar” for some of these children whose learning difficulties and other problems have made it difficult for them to concentrate their attention on classroom and other activities – but in focusing on the rhythm of the knitting it is like the genie focusing on climbing up and down the pole, and the mind is not able to get sidetracked into other inappropriate behaviours.

Teachers modelling the values

Human values cannot be learnt from lectures or text books. Those who seek to impart values to students must first practise them themselves and set an example.

Sathya Sai Baba

As the above quotation suggests, an essential component of character education is for the teachers to become living examples and models of the values they are trying to elicit from their students. In the case of this project, the teachers and parents who became involved in doing the knitting alongside the children were showing through their own behaviour the compassion, sense of service and unity that they believe to be important, rather than just telling the children what they “should” and “should not” do.

One should be prepared to serve others rather than choose to be served by them.... Service should be rendered to those who are worse off than ourselves and who are neglected by the world.

Sathya Sai Baba

At the end of the project, a special assembly will be held to present the rugs to residents of a nearby nursing home. The decision was made to bring the recipients to the assembly rather than taking the knitters to the nursing home for a number of reasons – to continue to promote the sense of community spirit that enabled the rugs to be made, to enable the knitters to meet the recipients of their hard work, and to enable other members of the school community who had not participated to see and share in the outcomes.

Every person should render service according to his capacity and the sphere of his activities.... Their capacities and aptitudes may vary. But each should take part in service activity according to his ability, equipment and field of work.

Service brings out all that is great in man. It broadens the heart and widens

one's vision. It fills one with joy. It promotes unity.

Sathya Sai Baba

The following comments from some of the children indicate the joy they derived from participating in the project. It is particularly interesting to note the first one, by Jarrod, a child with learning difficulties, who indicated his pleasure in being able to contribute something that did fit his ability.

"It was fun because I love helping others. When I made a mistake it was easy to fix." (Jarrod, 9 years, a child with very special learning needs who experienced success through the knitting project)

"I taught Trent and Kael (other boys) to knit and I brought a lot of wool. I liked teaching people to knit. It gave me something to do. I wasn't getting into trouble. I loved helping people." (Jesse, 10 years, a boy who has had difficult times in the playground and has sometimes been involved in bullying)

"We got lots of experience knitting. I didn't know how to knit before. We had lots of fun making the rugs. It will keep the old people warm." (Tamara, 10 years)

"The knitting taught me to be patient. I made a scarf. I liked helping people. I taught my brother." (Sarah, 10 years, a girl who had been getting into lots of trouble in the playground)

"I think I got more patient 'cause it was easy to lose a stitch." (Ruby, 10 years)

"It makes you feel warm and fuzzy inside to do something for others." (Georgie, 10 years)

The real miracle was in the fact that, as Maureen said, "Those squares were knitted with love."

Purity must express itself in loving service....Let them continue this practice of doing unselfish work which will purify the mind.

Sathya Sai Baba

References

Jumsai, A. & Burrows, L. (1991). Sathya Sai Education in Human Values Handbook for Teachers, Bangkok: Sathya Sai Foundation of Thailand.

Swami Vivekananda, "Man-making education". In Dowsett, N., Jayaswal, S. & Srinivasan, M. (1996). A New Approach to Education, pp. 9-17. Pondicherry, India: Sri Auribindo Institute of Research in Social Sciences.

SONGS

Please refer also to the CDs/cassettes of songs that are available with these posters

I'd Like To Teach The World To Sing

The New Seekers

I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees and snow-white turtle doves
I'd like to teach the world to sing
In perfect harmony
I'd like to hold it in my arms and keep it company
I'd like to see the world for once
All standing hand in hand
And hear them echo through the hills "Ah, peace throughout the land"
(That's the song I hear)
I'd like to teach the world to sing (that the world sings today)
In perfect harmony
(Lead singer and background singers singing simultaneously)
I'd like to teach the world to sing
In perfect harmony
I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees and snow-white turtle doves

<http://www.songfacts.com/detail.php?id=251&>

Lyrics for: It's A Small World

<http://www.songfacts.com/detail.php?id=4691>

It's a world of laughter

A world of tears
It's a world of hopes
And a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all

It's a small world after all
It's a small world after all

It's a small world after all
It's a small, small world

There is just one moon
And one golden sun
And a smile means
Friendship to every one
Though the mountains divide

And the oceans are wide
It's a small world after all

It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world

Blue Mink

Melting Pot

Take a pinch of white man
Wrap him up in black skin
Add a touch of blue blood
And a little bitty bit of red Indian boy
Oh like a Curly Latin kinkies
Oh Lordy, Lordy, mixed with yellow Chinkees, yeah
You know you lump it all together
And you got a recipe for a get along scene
Oh what a beautiful dream
If it could only come true, you know, you know

What we need is a great big melting pot
Big enough enough enough to take
The world and all its got And keep it stirring for a hundred years or more
And turn out coffee coloured people by the score

Rabbis and the friars
Vishnus and the gurus
We got the Beatles or the Sun God
Well it really doesn't matter what religion you choose
And be thankful little Mrs. Graceful
You know that livin' could be tasteful
We should all get together in a lovin machine
I think I'll call up the queen
It's only fair that she knows, you know, you know

What we need is a great big melting pot

Big enough to take
The world and all its got And keep it stirring for a hundred years or more
And turn out coffee coloured people by the score

Lyrics from <http://www.codehot.co.uk/lyrics/abcd/bluemink/meltingpot.htm>

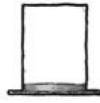
Useful resources

Curious George, an album by Jack Johnson, is rich in values-related songs suited for children of all ages – including recycling, sharing

de Bono's Six Thinking Hats

White Hat

The White Hat calls for information known or needed.



Examples:

- What is the book about?
- If it is a story, where and when is the story set?
- Who are the main characters?

Black Hat

The Black Hat is judgment-the devil's advocate or why something may not work.



Examples:

- Why do you think the main character still fail to meet his/her challenges even if he/she tries very hard?
- What might have gone wrong with the way the main character handles/deals with the challenges?

Red Hat

The Red Hat signifies feelings, hunches, and intuition.



Examples:

- How do you feel when the main character run into problems that couldn't be solved immediately?
- How would you feel if you were the main character in the story?
- Who is your favourite character? Why do you like him/her?

Green Hat

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.



Examples:

- If you were the main character in the story, how would you deal with his/her challenges?
- Who would you ask for help if you encounter the same problem that the main character has?
- If you don't like the ending/what happened to the main character, how would you change it?

Yellow Hat

The Yellow Hat symbolizes values and benefits and why something may work.



Examples:

- Why do you think the main character in the story can finally overcome the challenges he/she face?
- What are the crucial factors for his/her success?

Blue Hat

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.



Examples:

- Which part of the story do you like best?
- What have you learned from this story?

Adapted from Edward De Bono's Six Thinking Hats. www.debonoonline.com

