

Some 10 years ago, a group of caring people began applying W.A.T.C.H. in their lives. This led us to introducing this profound and simple programme to troubled youth; parents and families; and in schools. The W.A.T.C.H. elements are easy to understand and apply, and their results are transformational. This manual explains the techniques, and step by step, shows how parents and families, groups and individuals can set up W.A.T.C.H. in their lives.

Some participants' responses include:

“ I had personal family problems and with W.A.T.C.H. I worked them out.”

“We used to have lots of putdowns and bullying at school. Since W.A.T.C.H. people are now kind and caring.”

“ I used to fight with my brother 24/7. Now I stopped and he doesn't know what's happening.”

Dorothy Hall is a senior English teacher of many years experience. She has studied the W.A.T.C.H. teachings and lived them with her students, family and friends. She is Deputy Director of the Sathya Sai U-Turn Training School-W.A.T.C.H. Programme. As the Director of this programme, Doug Bettens has worked with her to produce this manual.

Dorothy is indebted to Jacqueline Trost, a practicing senior psychologist, who saw the need for a simple and practical manual to help many of her clients and their children.

W.A.T.C.H. --- FOR GOOD LIVING  
Dorothy Hall



## W.A.T.C.H. --- FOR GOOD LIVING

Author - Dorothy H. J. Hall

Published by :

**Dorothy H. J. Hall**

4/16A Kauri Street

Cooroy, 4563

Queensland, Australia

Copyright : All rights reserved by the Author Dorothy H.J. Hall

Illustrations - Kim Woodell.

Copies : 1500

First Edition : November 2010

Printed at :

**Omkar Offset Printers**

No. 3/3, 1st Main Road,

New Tharagupet, Bangalore - 560 002

Ph : 080 2670 8186 / 2670 9026

Email : [omkaroffset@gmail.com](mailto:omkaroffset@gmail.com)

Website : [www.omkaroffset.com](http://www.omkaroffset.com)

## Table of Contents :

Preface	iv
Acknowledgements	vi
Introduction	vii
Chapter 1 What is W.A.T.C.H.?	1
Chapter 2 More about W.A.T.C.H.	14
Chapter 3 How do we apply W.A.T.C.H.?	22
Chapter 4 Words – Value of Truth	32
Chapter 5 Actions – Value of Right Conduct	38
Chapter 6 Thoughts – Value of Peace	42
Chapter 7 Character – Value of Love	46
Chapter 8 Heart – Value of Non-Violence	51
Chapter 9 Outcomes of W.A.T.C.H.	57
Appendix A	71
Appendix B	73



## W.A.T.C.H. — FOR GOOD LIVING

### Preface

This book is humbly dedicated in deep gratitude to World Teacher and author of this programme, Sri Sathya Sai Baba. Throughout the world he has inspired Human Values Programmes and model schools based upon the Human Values of Love, Peace, Truth, Right Conduct and Non-Violence.

We are all aware that all that is good and wonderful in life is simple and free – nature, love, relationships, beauty, peace and joy.

W.A.T.C.H. is such a gift. This acronym is:

W.A.T.C.H. your Words

W.A.T.C.H. your Actions

W.A.T.C.H. your Thoughts

W.A.T.C.H. your Character

W.A.T.C.H. your Heart

Due to its simplicity it is easy to be dismissive of this profound programme. During the past eight years a small family/group of adults has embraced W.A.T.C.H. in our lives. We have used it as the basis of a programme for at risk youth from local state high schools, as well. We have witnessed the transformation in the lives of these young people; and our own lives.

W.A.T.C.H. is as deep and as wide as the ocean; applicable to all life's circumstances; and so simple, all can apply it in their lives.

I am utterly passionate about W.A.T.C.H. as I have seen its power translating lives to now act from self-confidence, self-worth and self-sacrifice. "What the world needs now is Love" – the basis of all the values. Values-based living is all that can save us from greed, selfishness and lack of compassion.

I believe Human Values are the answer to humanity's crises. W.A.T.C.H. can help us realize our true nature of Love and Peace; then we can begin to embrace our true destiny: "To love and serve all" from which comes the deep happiness and peace of mind we all desire so much.



## Acknowledgements of Love

The following friends have been part of the creation of this book. Jacqueline Trost has been the indefatigable initiator and sustainer of this project. Wyn Lodge has been secretary and unfailing supporter; Joanne helped her with computer mysteries. The beautiful water colours are by Kim Woodell. Douglas Bettens has critiqued and nurtured along the way. Valuable feedback has come from Chris Parnell, Roger Packham, Doug Saunders and Peter Lloyd and Dr Pal Dhall. Sue Evans has inspired and encouraged while lovingly editing and advising.

The girls and boys, who have participated in the W.A.T.C.H. programme over the past eight years, have provided rich confirmation of its tenets for good living, as they have grown in self confidence and compassion for others. The unfailing dedication of the volunteers and mentors, who have facilitated this programme by living W.A.T.C.H. on a daily basis, has been a great source of strength, inspiration and joy to me. These include: Doug Bettens, John Sturmer, Barney Wilshire, Ron Koot, John Davies, John Wilson, Robert Brophy, Bruce Gilpin, and Henk van Mierlo. These are along with: Daphne Corbet, Wyn Lodge, Adele McClure, Patricia Paten, Pam Withers, Roslyn Leslie, Irene Gibbs, Deb Clark, Mandy Sharp, Victoria Docherty and Jan Wilson.

Thank you all,

Dorothy

## Introduction: W.A.T.C.H. — FOR GOOD LIVING

*The Qualities which every human being should have are peace, compassion, forbearance, love and sacrifice. Sai Baba.*

This book sets out a programme embracing the W.A.T.C.H. principles, which can be adapted for use by the individual, the family and within the community. It is suited to all – children, youth, parents, schools, businesses, senior citizens as well as marginalized or at risk family/groups within our communities. W.A.T.C.H. gives us a foundation upon which we can build our lives.

W.A.T.C.H. provides a framework upon which we can base our living. All of life's interactions are built on Words, Actions and Thoughts. W.A.T.C.H. is practical and experiential. As an individual I can learn to observe how I think, talk and act and make changes to bring about better outcomes for myself and others. We can use it in our family life. When the family members are responding to each other from a common basis all can experience respect and understanding. Conflicts can be worked out gently when no blame is attached. Thus W.A.T.C.H. is also a positive parenting programme which offers a structure and simple practices all family members can easily learn and follow.

In our community programme the volunteer mentors live the W.A.T.C.H. principles daily. The “at risk” youth consistently observe the values of Love, Peace, Truth, Right Conduct and Non Violence demonstrated for them by the mentors, to watch their Words, Actions, Thoughts, Character and Heart. (See figure 3). The W.A.T.C.H. techniques become the ways we interact and live with each other.



They are clear for all to observe. The students experience them as a framework on which to build their behaviour.

Undoubtedly our present time is most challenging for those entrusted with the sacred task of parenting. Religious structures have become less present in our community life as has extended family support. Parents therefore have almost the total responsibility of providing the moral and ethical training for their children. As W.A.T.C.H. represents the universal Human Values, it provides a harmonious base for this within the family unit. When a family agrees to follow the W.A.T.C.H. principles, all are living from the same understanding and can grow in love, tolerance and compassion with each other. Through sharing common values and boundaries of trust their lives are enriched individually and together.

At the beginning of each directed session together we all feed back to each other: "how our week has been". Here we use the W.A.T.C.H. elements to understand why experiences have been good; or to find a better outcome where things have been unpleasant. Thus we support each other as we learn the W.A.T.C.H. programme and put it into practice week by week.

## Chapter 1

### WHAT IS W.A.T.C.H.?

In this initial chapter we will discover that:

W.A.T.C.H. is a simple programme based on non-threatening practical learning where the deed is separated from the doer.

The Reactive Cycle is introduced as an explanation of our unhealthy behaviour.

W.A.T.C.H. is applied to the Cycle to show how we can change our outcomes.

The elements of W.A.T.C.H.: Words, Actions, Thoughts, Character, Heart are introduced.

I grew up immediate post war in a working class family where personal possessions were few. One Christmas I received a large Indian rubber ball and wanted to enjoy it. Naturally my brothers wanted to share the fun and I complained loudly. Dad gave the ball to me and made the boys go away. I enjoyed playing alone for some time and then invited them out to play with me. But Dad said that as I had wished to play alone with my new ball, play alone I would. This early awareness of consequences of my Thoughts, Words and Actions had a lasting effect on me.

**W.A.T.C.H. is a simple acronym for:**

W.A.T.C.H. your Words

W.A.T.C.H. your Actions

W.A.T.C.H. your Thoughts

W.A.T.C.H. your Character

W.A.T.C.H. your Heart

The W.A.T.C.H programme is experiential and transformational. We are simply invited to devote ourselves to becoming aware of how, when, where and why we use or misuse the basic elements of our lives. By giving attention to our speaking, doing and thinking we can totally change our lives. Through mindfulness – paying attention to – these basics in our lives we can change in ways that will make us more happy and peaceful. We can undertake this process alone; with a partner; or with family or friends – children find giving this attention to their behaviour “easy” and very soon begin to experience benefits in their lives as they become calmer, clearer, “more in control” of themselves and empowered.

**An example would be:**

One of the girls from our W.A.T.C.H. family/group shared her experience: when her brother tripped her, she made the choice to swear at him rather than hit him! She explained this was a step in making her behaviour less offensive and violent! At a later stage she managed to ignore his taunting behaviour and it gradually ceased.

W.A.T.C.H. is non-threatening. We are not criticising ourselves or others. We are observing how we are behaving and whether it makes us happy. This is the opportunity my father gave me so many years ago: to observe that my selfish behaviour did not make me happy. It is a profound process upon which we can base our living. We soon discover the strength within ourselves that empowers us to make beneficial choices in all areas of our lives. This process is objective – taking out blame, as all situations, events, circumstances, can be objectively brought back to Words, Actions or Thoughts. It brings a division between the doer and the deed. When we examine this exchange, all can clearly see without criticism.

**DISIDENTIFY and OBSERVE**

As we W.A.T.C.H. our behaviour, we can dis-identify with it. A small example would be:

Ben : You hit me!

Jon : You took my brush!

Ben : You said I could have it.

Jon : That was before you called me lazy!

Ben : Well you should get ready quicker; we’re always late!



When we examine this exchange we can easily see that unhelpful Words and Actions have led to an unhappy outcome.

When participants are reminded of WATCHing their Thoughts, Words and Actions, they can see a different process and outcome could have occurred e.g. Ben could have used neutral words to convey his concern.

“Jon, I don’t like being late so often. Could you get ready more quickly please?”

This would have allowed Jon to reply:

“I’m not good at moving quickly and I will do better. Please remind me nicely.”

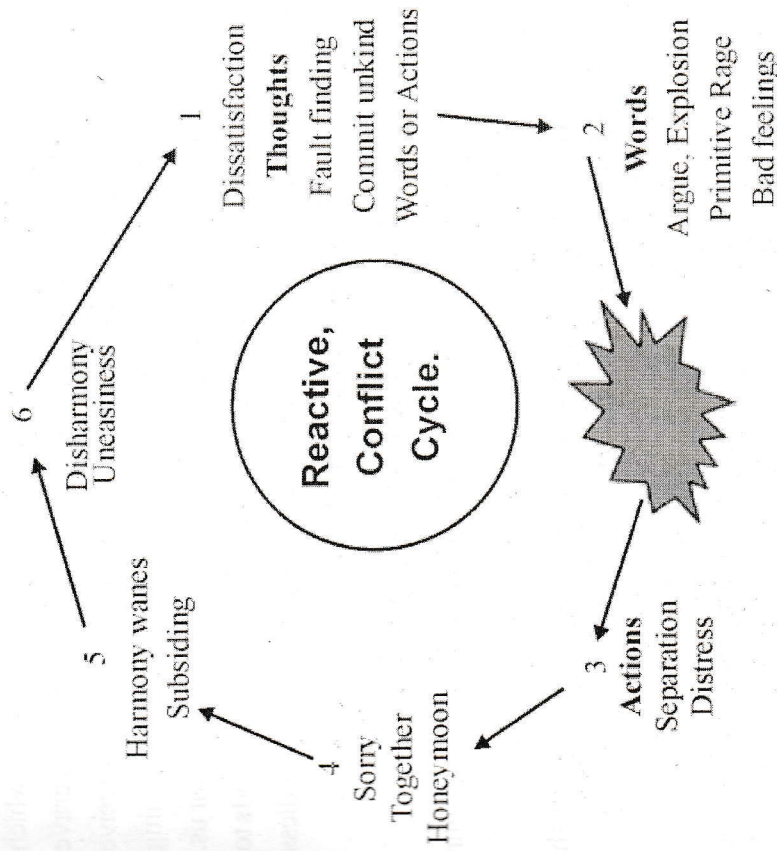
Both can easily understand by examining the behaviour for Thoughts, Words and Actions that there is no necessity for blame, criticism or put-downs.

W.A.T.C.H. is as equally suited to small children as older. As we all know, role-modelling behaviour is a most effective way for small children to learn. A mother was having power struggling screaming matches with her three year old. She decided to try WATCHing her words and put some notes around the house i.e. “Speak softly and sweetly” to remind herself. The child inquired about what the notes said. When her mum explained, she immediately followed her example of quiet, kind words. Thus began the turnaround in their behaviour with each other.

The Reaction Conflict Cycle illustrates how most human interactions take place. We seem to become critical and fault finding in our Thoughts. This in turn leads to critical Words and Actions. This cycle can then be followed through its predictable stages.

## Reaction – Conflict Cycle

Figure 1



Most of us live in a Reactive Cycle where we experience brief periods of happiness or rather periods free from stress and conflict. This is because we are ready to “React” to what the world out there, or more particularly our closer companions and family, sends our way! No wonder we are exhausted most of the time as we are “expecting” to have to protect ourselves from unknown threats. At the same time we are hoping desperately, and doing all we can, to be happy.



When we look at the Conflict Cycle we can identify that most of our life goes around in cycles [circles] such as is shown here. As seen in the above example with Ben and Jon, we inevitably seem to come to:

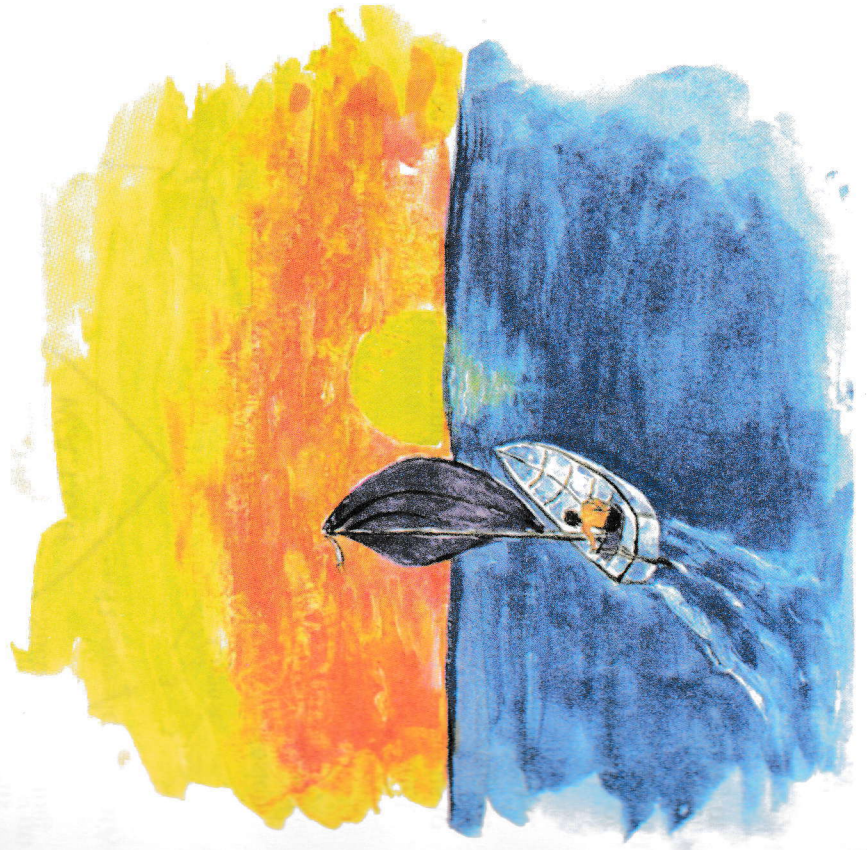
- [1] in the cycle. Dissatisfaction – Thoughts of fault finding, which lead to committing unkind words/actions. We seem to crave conflict in our lives to fill that emptiness or boredom we perceive within. Media, T.V., films, electronic games, even the evening news, are providing more and more drama and violence for us. But, as the Buddha taught, desire is endless and only leads to more and more desire: in this case, for drama. Hence our endless cycle of behaviour in this Conflict Cycle.
- After the pain of the blow up/show down in [2]
- We get into [3] separation and withdrawal for a time to heal our wounds.
- With forgiveness [4] we come back together to enjoy that much desired state of “peace and happiness.”
- But it is all too short [5]
- Disharmony [6] creeps in despite our best efforts as the cycle moves through.
- To return to [1]; and so life goes on.

### **CHOOSE HOW YOU WILL RESPOND**

But W.A. T.C.H. brings us the simple tools to enter the Harmony Cycle and the really good news is: awareness always brings choice. No longer are we a piece of flotsam being buffeted by external forces. Now we can respond to life’s situations as we choose.

We now have a rudder to control our passage and can set sail as we choose. We are now able to take charge.

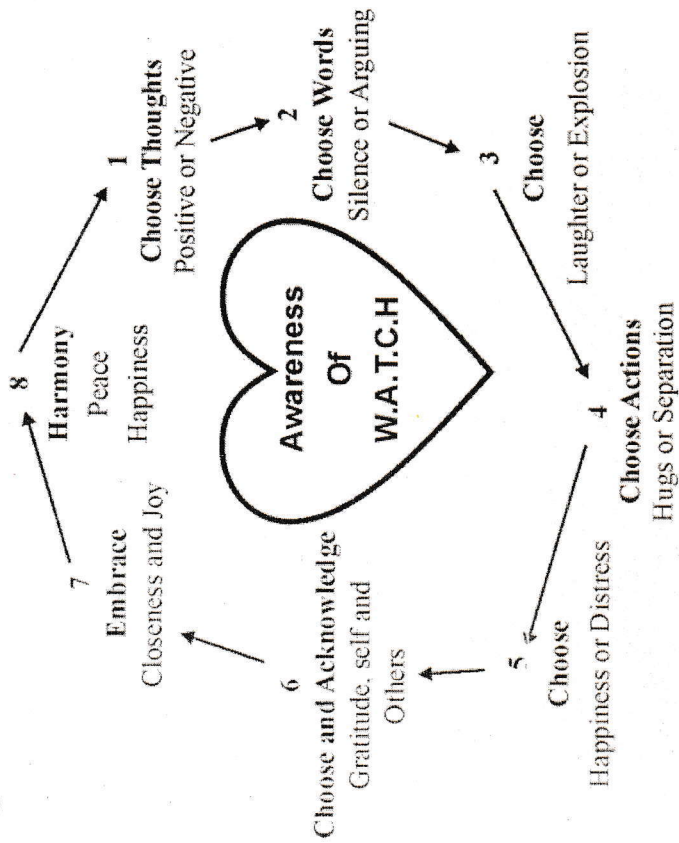
Let us explore the Proactive — Harmony Cycle! Through applying the W.A. T.C.H. practices we can change from conflict to harmony at any time. All we have to do is give attention and bring awareness to our thinking, speaking and acting. And we have the opportunity to do this at Stages 1,2,3,4 of the Cycle to bring about a more beneficial outcome.





## Proactive – Harmony Cycle

Figure 2.



As can be clearly seen we now understand the power within us to respond to any life situation with awareness and choice. At any stage of the Cycle we can choose to respond – we are proactive not reactive.

- This means we have the freedom at [1] to choose positive or negative Thoughts, or Words or Actions.
- Or at [2, 3] we can choose to react with anger [explode] or respond differently.
- Even at [4, 5] we can choose separation and distress or embracing the people or event.

- In [6] we are aware of the outcome we have structured and we can acknowledge it.
- At [7] we embrace it.
- [8] Now we can enjoy consciously the peace and happiness we have created.

We have been empowered through W.A.T.C.H. to make conscious choices at any time in any situation with our Thoughts, Words, and Actions. In this way W.A.T.C.H. becomes the underlying framework on which we build our lives as we choose.

### An example could be :

- Josie** : “Look at this mess! I’m sick of it. You sit in here watching T.V. and doing what you like while I’m doing everything!”
- Lewis** : “I’ve had a hard day too – You try loading bricks in the hot sun. The kids and I were having a bit of fun.”
- Josie** : “It’s no fun cleaning up after you all. Get out of here – out of my sight!”
- Lewis** : “Alright I will – I’m off to the club. You kids go to your room.”

Josie and Lewis have moved through Stages 1, 2, 3, 4, to separation. Interventions could have been :

Josie at [1]. could have chosen different words such as :

“I’m really upset when I see this mess. It seems to me that everyone is enjoying him/herself while I do all the chores.”

Lewis could have replied to Josie's original outburst with :

"I'm sorry it seems that way to you Jos. I've had a hard day too and have been enjoying the kids. We'll take responsibility for this mess."

At stage [2] Josie could have replied :

"I appreciate how hard you work for us, Lew and I'm glad you enjoy the kids. Right now I need some help and support."

And Lewis could have said :

"It won't be necessary for you to clean up Jos. We'll do it when this show finishes. But right now I'll come and help you with food preparations and make you a cup of tea."

We can choose to respond differently at any stage in the Conflict Cycle to bring it to a conclusion at that point and bring ourselves into harmony. From the above diagram we make the profound discovery:

Thoughts lead to Words lead to Actions

In fact it is clear that: Negative Thoughts – lead to negative Words – lead to negative Actions.

We can choose to respond differently at any stage in the Conflict Cycle to bring it to : Positive Thoughts - lead to positive Words - lead to positive Actions.

This must be so. If we plant a lemon tree can we get a mango fruit? Or conversely can a lemon fruit come from a mango tree?

As well, these fruits of Thoughts, Words and Actions become our Consequences — good/bad; happy/sad; beneficial/harmful.

In my Christmas experience I wanted to have my ball to myself and learned some individual play was enjoyable, but I also wanted to have the joy of playing with my brothers.

The consequences of behaviour build up into our Character.

We tell our young people that Character is our most prized possession. Students seek a good character reference upon leaving school. We explain that Character goes on accumulating all our lives. Just like a bank balance it can be in credit or debit. We add to our Character Bank by our behaviour.

### CHARACTER BANK

Credit

Debit

positive Thoughts  
plus positive Words  
plus positive Actions

negative Thoughts  
plus negative Words  
plus negative Actions

Totals: positive consequences      negative consequences

These consequences of our behaviour over time equal our Character.

In this way we can W.A.T.C.H. our Character Bank grow in debit or credit and take appropriate steps to build our Character with the credit of Human Values as we desire.



## Chapter 2

### MORE ABOUT W.A.T.C.H

In this chapter we see how human values are the basis of decent human living and that they develop from our hearts. We also note that living these values helps us to develop the W.A.T.C.H. techniques to lead to choice and change in our lives. Shakespeare's great tragic heroes all possessed a character flaw which ultimately led to their deaths or destruction: Hamlet – procrastination, MacBeth – ambition, Shylock – revenge. Elsewhere, other heroes died with great dignity – John Procter chose death rather than happy family life based on a lie. Thomas More was beheaded by his friend Henry VIII because he placed loyalty to God before loyalty to the King.

W.A.T.C.H. is based on Human Values. This means we accept that, as humans, we follow Values that honour all life and are the base of all decent living. All spiritual paths can be seen to have these basic Values in common: Love, Peace, Truth, Right Conduct and Non-violence, although they may be called by other names. All human societies are based on these. Human values underpin our human character and all humans have the desire deep within our hearts to follow such values. It is natural for us to seek peace, love and harmony.



W.A.T.C.H. corresponds to these values:

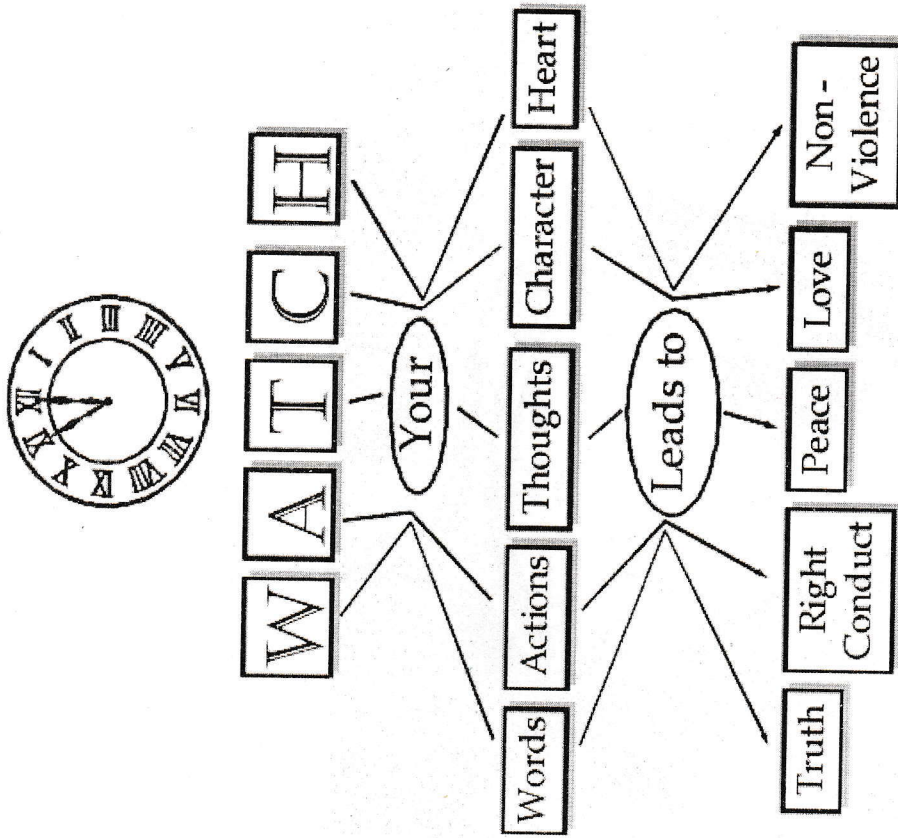
WORDS	=	TRUTH
ACTIONS	=	RIGHT CONDUCT
THOUGHTS	=	PEACE
CHARACTER	=	LOVE
HEART	=	NON-VIOLENCE



Students' collective artwork activity



Figure 3



From the above it is clear that speaking the truth will give us contentment and performing right actions will feel satisfying. When we strive to have calm thoughts we gain peace of mind. Love is the basis of our character and with our loving hearts we can behave without violence in thought, word and action to ourselves and others.

## OPENING OUR HEARTS

W.A.T.C.H. transforms our behaviour by opening our hearts and strongly activating our conscience. This is a 'Heart to Heart' programme. This means we relate to each other heart to heart instead of having a mind to mind relationship. We deliberately open ourselves to the other person. We listen actively to what the other is saying and caringly respond. We try to understand the other.

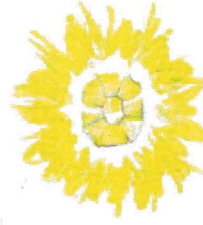
I - You is a vertical relationship where one has power over the other, e.g. parent - child, teacher - student, superior - inferior.

In W.A.T.C.H. we have an I - Thou, horizontal relationship with everyone, that is, person - person.

We accept that although we may be in a 5-year-old or 85-year-old body, each of us has a heart of Love and Truth through which we can interact with each other. And we know that above all we want to love and be loved.

### Diamond in the Heart

You may know this story: When God made the world He knew the nature of humans, so He decided that the most precious treasure, Love, must be kept in a safe place - somewhere it would not be damaged or taken for granted; a place we must make an effort to find. He considered deep in the deepest ocean - but no, man will reach there someday; high on the highest peak - no, man will attain that too easily; far into space - no, man is very clever, he will even go there! Then God had the answer: "I will place this treasure of Love inside humans' hearts. That will be the last place they will look!" And so He did.





We tell our students we all have a diamond inside our hearts, but most of these diamonds are covered in "mud" and hard to see. The W.A.T.C.H. techniques help us to remove the "mud", and soon the diamond begins to shine brighter and brighter. How clear it becomes!

The other strong pillar of the W.A.T.C.H. programme is living the values as we W.A.T.C.H. our own behaviour. There can be no hypocrisy; not, "Do as I say, not as I do," as we are sometimes told! No, we all strive to be transparent and congruent. As we live and work together we share, support, encourage and nurture each other to have unity in our thoughts, words and deeds.

I find an actual W.A.T.C.H. to be useful as a symbol to remain focussed on W.A.T.C.H.ING my behaviour. (For our students we make W.A.T.C.H. magnets to help them maintain focus. See Appendix A.) Each time I look at my W.A.T.C.H. I am reminded to be W.A.T.C.H.ing myself. And this is another key to the programme.

If I am focussed on my own behaviour, I am NOT focussed on the behaviour of another – spouse, child, friend. My full time W.A.T.C.H.ing is of my own Thoughts, Words and Actions. When I can get that right, beneficial consequences will flow to all. I do not have power over others' Thoughts, or Words, or Actions. No matter how much effort I make, I cannot control them.

### **THE POWER OF CHOICE**

There was once a young lady teacher, Michelle, appointed to a small country school far distant from Sydney. She was a promising A Grade basketball player who had been wrenched from her family, friends and team mates and abandoned in this unpromising place.

She mourned her state of affairs – no theatre, no fashion, no culture, and no basketball! How to fill those evenings and weekends?

There was a local basketball competition of sorts – of low play standards and based on handicaps. Attending the venue at the local show ground pavilion brought tears of frustration and disappointment. She could not bear the sight of such desecration of her beloved basketball! But then she began to think: I can go on like this or I can do something. And she chose the latter.

She taught us, her mostly unwilling fellow teachers to play basketball. This was a painful experience at first, but Michelle persisted, and encouraged, nurtured, motivated us to learn the many skills, and to practice, practice, practice. And then we entered the local competition to be soundly beaten for many weeks. However, Michelle's energy and faith infected us and we became enthusiastic basketball players who welcomed the punishing practice sessions [after all what else would we be doing!]. Incrementally we improved and made the Grand Final. What a feat! No fairy tale ending I am afraid. We conceded the Final to those who rightfully deserved it – the locals!

This was a disappointing outcome for us, but as a family/group we shared our victories over hardships and some unfairness. We had all grown in so many ways, especially Michelle who maintained skill levels and fitness for her beloved basketball!

The good news is: I have power over my own behaviour and can choose how I will respond to or react in any situation in my life.



## Chapter 3

### HOW DO WE APPLY W.A.T.C.H.?

This chapter suggests how the W.A.T.C.H. programme may be set up in a family or community unit so that participants may learn techniques step by step to go on to apply them in their lives as they choose. The programme can be followed alone; and learning and practising in a family/group will bring support, encouragement, opportunities and fun.

How do you bring people together and introduce them to W.A.T.C.H.? We will tell you about how we do this based on the programme we have conducted for young people considered 'at risk' in the local school area, who came together weekly to spend a day with us practising W.A.T.C.H. This programme has been operating for eight years.

It is suggested the family group comes together each week to learn the elements of W.A.T.C.H. and how to practice them. It is a very effective learning technique to study a process and then to put it into practice and feed back on it the following week. With all family members focussed on one technique they are coming from a common place and can support each other. As well all are reinforcing each other and themselves in the process. Learning is quicker and deeper and change can take place more easily.

#### SET A FOCUS

It has been said by the wise: "Take just one teaching and apply that in your life." The key to this Programme is to focus on one aspect of W.A.T.C.H. weekly.

First of all set aside some time, ideally an hour, to introduce the W.A.T.C.H. concept to your family or family/group.

Explain the acronym emphasizing its effectiveness as a simple life tool that can be incorporated into any busy schedule. It is recommended that all members agree to meet for – 1 hour per week/fortnight for two – three months, to make W.A.T.C.H. an integrated part of their lives. Introduce this handbook as a basis to the programme.

#### SET THE RULES

Trust underpins the whole W.A.T.C.H. Programme. Trust represents our personal and family/group boundaries. We all need to feel safe within the W.A.T.C.H. environment. Explore how participants would hold a puppy, kitten or baby to establish our feelings on trusting and being trusted. This could be done by passing around the circle a furry toy or a real example.

As trust is the family/group's most necessary basis, it is important all family/group members agree to the following suggested family/group guidelines, which are fairly standard, for beneficial family/group interactions:

#### Confidentiality :

All members need to know they can trust that discussed behaviours and viewpoints stay within the family/group.

#### Contribution :

All members are encouraged to share to the extent each feels comfortable. It is possible to say, "Pass".



### **Respect :**

This is needed for each member and for his/her contribution. There should be no advice giving unless requested; no comments on disclosure unless invited, or agreed to.

In our work with young people we use trust as a boundary. We give 100% trust to all new participants. They maintain that level of trust as they follow W.A.T.C.H. and the Human Values. Trust can be lost through negative behaviour and interaction and can be re won by working through consequences and making amends. This helps in the understanding of character development and how it builds up our Character Bank.

### **ROLES**

Each meeting the family/group needs a facilitator. If the members are young this will need to be an adult. However, if children are willing they may lead all or part of a session.

### **Role of Facilitator :**

Is to ensure all are comfortable and share as desired. It is good to prepare a pleasant and attractive environment. Arrangement of chairs in a horseshoe facing a white/blackboard is useful as this can be used for quotes, highlights, explanations and sharing a warm welcome message! Comfortable [not too comfortable!] chairs or cushions as desired may be arranged invitingly. Encouragement, positive reinforcement and awareness are valuable. Most importantly the facilitator needs to be guided by the content of W.A.T.C.H.

This means all participants are observers and discuss behaviours in relation to W.A.T.C.H. It is vital there is no criticism, judgment or putdowns. We are separating "the deed from the doer" so that we can bring about the desired outcomes in our lives. We are changing our own process, so that the consequences in all areas of our lives are as we would wish them to be.

An example between a student, Samantha and a facilitator, Pat, could be:

Samantha : It's no use speaking to the teacher because she doesn't like me.

Pat : How do you know that?

Sam : She just says, 'Keep quiet!'

Pat : Tell me when she said that to you.

Sam : Well, I had my hand up, but she didn't take any notice, so I called out the answer.

Another student :

Michelle : Bad Actions. You should wait.

Sam : Yeh, but she wouldn't ask me because I was in trouble with Kevin

Pat : What happened?

Sam : Oh! He called me names – I won't say here – So I called him some back later in class.

Michelle : Bad Words.

Sam : Sure, but he deserved them!

Pat : Can you see Sam that your earlier bad words could have led to the teacher not choosing you to speak? She didn't trust your words.

Sam : Suppose so.

Pat : What can Sam do about it, girls?

1. Sam could tell the teacher she wants to answer in class and to give her a go.
2. Tell the boy somewhere else!
3. Ask the teacher for a new start!
4. W.A.T.C.H. her words and don't call out!

Pat : What do you think, Sam?

Sam : I think I'll talk to the teacher about W.A.T.C.H. and ask her to give me a new go.

After the inaugural meeting, a weekly meeting of one hour is recommended [adjust as necessary for your circumstances.] Reinforcement of the W.A.T.C.H. principles and focus on our own behaviour are the key elements; so at least for the early sessions, meeting weekly is invaluable to reflect on these aspects and practice.

To be comfortable and competent in using the W.A.T.C.H. skills, we need to concentrate on applying them, and we find that very soon we begin to see the positive outcomes in our daily lives.

### Suggested Weekly Programme

#### GET FEEDBACK

Each week the session begins with a feedback session on "How my week has been in relation to W.A.T.C.H."

#### Examples :

"I had my fist up to punch him and let it fall down as I said bad words at him! I chose bad words instead of bad actions."

"We were all teasing this boy and then I said, 'Let's leave him alone and go and play.' Later I told the boy: 'Sorry, for teasing.'"

Each member sitting around in a circle or horseshoe contributes a high and/or low light of the week. It may be my behaviour or someone's in relation to me.

#### Examples :

1. "This week has been O.K., except on Wednesday when I lost it with my grandson when he wouldn't put his things away."

This may be explored if desired in relation to participant's Thoughts, Words and Actions for a possible different outcome.

2. "It was a good week. I was going to truant with my friends again, but thought about the extra detentions, so changed my mind and said: 'No! and you shouldn't either!'"

The family/group may applaud or recognize the choice made by proactive behaviour of the participant through awareness in Thoughts, Words and Actions.

#### BEGIN WITH FOCUS

Each week focus on ONE aspect of W.A.T.C.H. i.e.

- Words
- Actions
- Thoughts
- Character
- Heart



Explore the aspect as fully as you choose. Share what it means to you, round the circle, brainstorm, etc. in a respectful manner.

## TECHNIQUES

This Programme recommends you use the five teaching techniques we have incorporated in our Programme with the “at risk” Youth, as these techniques are very powerful. Please note Appendix B includes other examples from which to choose. So any or all can be included by you and your family or family/group. These techniques are:

### 1. Quotations :

Any appropriate saying, well known or unknown, can be used, e.g. “Words can heal or harm.” This is to focus participants on their behaviour for the coming week. An activity can be used to explain and reinforce the Quote, e.g. Role Play where accident happens.

1. Dad : Oh no! Clumsy Christopher! You have spilled the milk again! You are hopeless.  
or
2. Dad : What a shame Christopher! Here, let me help you clean up. How do you think you could do better next time?

Family/group discuss feelings of Dad and Christopher in both [1] the harming experience and [2] the healing one.

### 2. Story :

An anecdote – inspirational, humorous, myth, fable, or from the weekly magazines can bring emphasis, awareness to work with W.A.T.C.H. e.g. Mother Theresa’s selfless service [Actions] for the outcasts of humanity.

Choosing the Story and presenting it are part of the storyteller’s art. We need a story that connects Heart to Heart. It needs to suit the age family/group and resonate with them. Many suitable stories are available for smaller ones. Stories for youth and adults can come from current affairs and events in the nation’s or community’s sports or activities. The Internet is a rich source, as are T.V. human inspirational accounts and Website stories of great humans and their achievements.

### 3. Family/group Song :

Singing together is fun and bonding. The family/group becomes more unified sharing in this way and the message for the week is reinforced, e.g. “Love – It Changes Everything” always opens our Hearts and feelings of compassion. If musical instruments are available – great! Use of CDs that are Heart to Heart with songs that are uplifting messages, are desirable. Songs of the family/group’s genre, which they can contribute, bring identification with the W.A.T.C.H. value and reinforce it, e.g. “Show Your True Colours”

### 4. Silent Sitting :

This is some quiet time included as a Family/group Activity. The quality of this silent time is more important than the length. Participants will come to value the calm and well being they will experience.

Simply some silent sitting time 1-5 minutes to reflect on an aspect of W.A.T.C.H. being focussed upon. This can be guided or left open to participants, e.g. “Let’s think of something in the past week that didn’t turn out well.

Now let’s think how we could have made a different outcome. I’ll give you a minute or so to do this. Now see those involved in the incident happy with each other and the outcome.” [Thoughts]

### 5. Family/group Activity :

This could be drawing spontaneously with crayons or coloured pencils, on something arising from the above. e.g. You have packed your food and drink and other requisites and have entered the National Park. Walk along for a way and draw what you experience [consequences or Character.] Share these drawings to the extent comfortable i.e. may pass or show with or without explanation. Encourage only supportive comments.

Note: It is important to keep your drawings on show for yourself for the ensuing week.

### SET FOCUS FOR NEXT WEEK

Whatever is the focus for the week we all concentrate upon that aspect of W.A.T.C.H. Words, Actions, Thoughts, Character or Heart. This means that for the whole week I am W.A.T.C.H.ing my, e.g. "Words". I notice many things in relation to my words, e.g. how often I talk or choose not to talk; if I listen to others and give them a chance to speak or talk over them; if I use bad language or put downs or unkind words and the effects these have on others. I also notice how my good words – positive, kind, caring – affect those around me and how it feels for me when I deliberately choose my words with care. When we meet again we share our experiences in relation to such a focus.

We have now completed the introduction and explanation of W.A.T.C.H. and how a family/group can be set up to learn and practice this programme. Important elements have been highlighted to provide the structure and motivation to set up a W.A.T.C.H. family/group. I cannot overstate the benefits gained from following this programme. Some responses from our students :

**Quotes:** "If you watched your words with the teacher he would not get angry and send you out."

"Throwing the ruler at him was a bad action even though he threw it at me first."

"When they tried to get me to go with them, I thought. Then I said, 'No, because I don't want more trouble at home or at school.'"

The remainder of this book sets out week-by-week steps to implement the W.A.T.C.H. Programme as we have done with our youth family/group. Each week focuses on one aspect of W.A.T.C.H. – Words, Actions, Thoughts, Character, Heart and uses the five teaching techniques: Quotation, Story, Song, Silent Sitting, Family/group activity, to explain and consolidate each aspect.



## Chapter 4

### WORDS - VALUE OF TRUTH

Chapters 4 – 9 of each week's Programme deal with each element of W.A.T.C.H. We begin with W.A.T.C.H. our Words – the Value of Truth in week 1. There are some basic resources which will help the presentation. These are listed at the beginning of each week's programme.

Write W.A.T.C.H. up on white/blackboard with Words clearly marked. Explain that Words are our keynote this week. We will all be W.A.T.C.H.ing our Words. Depending on the ages of family/group members, one, two or all of the learning techniques may be used, i.e. Story, Quotation, Song, Silent Sitting, Activity. Choose which techniques you will employ with the family/group remembering the three year old who responded simply to the mother's notices put around the house.

Suggested resources could include: white/blackboard, feathers, paper, pencils, crayons, assessment sheets –copy available in Appendix A

Warmly welcome all as we now move into the session, beginning with the story :

“Feathers.”

Many years ago there lived a man who regularly said nasty things about people. He had few friends and always caused a lot of unhappiness to all those he gossiped about.

One day the man went too far and caused so much unhappiness that one of the wise men of the village went to talk to him about the distress he was causing to others.

“I’ve done nothing wrong,” protested the man. The wise man thought for a moment and decided to show the man by example what happens when the words that we use hurt others.

“Will you do something for me?” said the wise man. “Of course” said the fellow who could see nothing wrong. “I would like you to take these feathers and place one on every doorstep in the village,” requested the wise man.

The man did as he was asked and returned to the wise man the next day. “Now go and gather up the feathers!” ordered the wise man.

“But how can I do that?” replied the man. “The feathers will have blown away on the wind and scattered everywhere by now,” complained the man.

“Yes,” said the wise man. “The same thing happens when you speak unkind words, for they too are scattered everywhere.”

Only then did the man realize the harm that he had done to others.

This is a powerful story not requiring comment. I suggest giving out a feather to each participant to keep for the week as a reminder that Words are like Feathers.



**Quotation :** “Words are like Feathers”

This is written on white/blackboard and members are invited to respond to this statement.

**Song :** In place of a song a poem may be read.

**Poem :** “**Words are like Feathers.**”

Words are like feathers,  
They float everywhere.  
Always use them  
To show we care.

Words are like feathers,  
Cuddly and warm.  
Always be sure  
To speak no harm.

Words are like feathers,  
Soft and sweet.  
Say something kind,  
To make a heart beat.

This poem “Words are like Feathers” was written in response to the story. Perhaps the family/group can recite the whole poem together or take a verse each in rotation.



**Silent Sitting :** is a very powerful life skill. It is very beneficial for the family/group members to begin this practice.

All sit comfortably with spine erect and both feet on the floor. Hands may be placed comfortably together as suits each individual. Take three deep breaths together and then spend the next 2 – 3 minutes in the silence reflecting on “Words are like Feathers”. Either verbally or using a soft bell indicate the completion time. Silent Sitting brings benefits in calming the mind, emotions, and body; increases concentration; promotes relaxation and peace. It helps in times of distress, anger, frustration, stress and nervousness. Emphasise these positive benefits at each session and encourage participants to practice Silent Sitting for their health and well-being.

**Drawing Activity :** Either –

- 1 Choose a stanza of poem to illustrate
- or
- 2 Study your feather and draw it.

In the feedback it may be realized: “All are feathers and all are different” just like us and our words.

**Family/group Activity :**

In addition we encourage a family/group Activity. This creates “bonding” and builds trust for the family/group to participate in an activity together each week or when possible. Perhaps each member can take a turn to choose a family/group outing, e.g. a sport – bowling, tennis, swimming; attending a sporting match, etc; a movie or D.V.D. to be enjoyed together.



### **Inspiring and Rewarding Activities :**

A free activity: picnic, hike, walk, fishing, museum or art or cultural exhibition, etc. or playing games together.

As well volunteer work can be included such as: gardening, painting, clean up – throw out. Similar for a neighbour or friend; helping for a cause: e.g. cooking for a stall, helping at a fund raiser, minding someone's child/children to give them time out together; visiting elderly or house bound folk. When a family/group share in giving to a cause or helping less fortunate, all experience the joy, love, gratitude of that sharing together.

### **SELF ASSESSMENT**

Introduce family/group members to the self-assessment sheet. Older members will be able to learn this skill quickly. With young children use language suited to them, e.g. "How have you been speaking today? Has it been good and kind? Or have you said something nasty to some one? etc."

Each week each member chooses a grading 1 – 10 [highest] for his or her elements of W.A. T.C.H. as each element is introduced. So today self assess only Words for that day.

Each person shares with family/group explaining his/her choice of grading. The facilitator or other member, with permission, may suggest a change in grading. This is valuable, especially in early weeks as participants learn to evaluate themselves. It is common for less experienced to put far too high or far too low a grading until they are in touch with the programme.

An example would be: "I assess myself at 5 because I put down my brother this morning and later said bad words to him". Michael said.

Facilitator: "Although this is true Michael, I also heard you say thank you to your mother and ask to help her. So I think you can go up to 6 or 6 ½".

Remember our focus for the next week is to W.A. T.C.H. our Words and not be judgmental of others or ourselves. This means we are observing the words we are using each day. Please note there are other suggestions of Stories, Songs, Quotations and Activities in Appendix B.

Be kind to yourself and supportive of other family/group members.



## Chapter 5

### ACTIONS - VALUE OF RIGHT CONDUCT

This is our first week back after W.A. T.C.H.ing our Words. Members will no doubt have experiences to relate. Please warmly welcome them to share their week. Then the week 2 W.A. T.C.H. element: Actions with the Value of Right Conduct will follow.

**Resources :** the facilitator could consider for this session include: writing board, paper, pencils, paints, assessment sheets, song, player or instruments.

**Feedback :** is particularly valuable as this is the first week of practicing the W.A. T.C.H. Programme.

A starting exercise could be: "My week with Words..." It is useful to have a white/black board to record these anonymously. Remember each person is very vulnerable sharing his or her Words for the week. A friend once described this as, "Taking the best china out of the cabinet to use for afternoon tea". Accordingly, all need to "take care" how they "handle" the "precious items"; in this case the Words being shared. Remember to accept them with respect and no negative comments allowed. This session always requires sensitivity and awareness from the leader/facilitator to gently support each person in his/her response. As each family/group member shares you may choose to acknowledge the achievements, and separating the deed from the doer, gently encourage the "doer" to suggest options that could have brought a more desirable outcome.

Now again the following suggestions for all of the teaching techniques may be used or select those to suit your family/group. When all (including the facilitator) have finished, introduce Actions with :

**Quotation :** "Actions speak louder than Words." Brainstorm possible interpretations.

**Story :** - the Mine Disaster in Tasmania has some fine examples of selfless actions. It can be approached from any preferred angle, e.g.

**Basic Story:** An explosion in a Gold Mine at the small town of Beaconsfield in Northern Tasmania trapped, and it was thought, killed three miners. On the surface all possible efforts to reach the area and confirm these deaths were made 24 hours for five days. Then the unexpected happened - the discovery that two men were still alive! Now efforts were even greater as shifts worked around the clock to create a passage through to these men trapped in a cage where standing was not possible. With this break through, liquid food, medicine, small comfort items - music, constant contact with paramedics, mine staff - were achieved. The planned rescue tunnel day by day inched towards the men who remained cheerful, positive and supportive and nurturing of each other.

Families and townsfolk, fellow mine workers, media and the whole of Australia watched this virtual reality T.V. Show for the next two weeks as mates, bosses, paramedics, psychologists, technicians worked together to achieve a feat never before attempted. The rescue was delicate and dangerous and all concerned worked in a team bound by mateship - Australians' most tangible value.



There were individual heroic and selfless actions, which together with the above, led to the happy outcome of rescue for these two men. In the jubilation, the loss of their mate was remembered and mourned by the miners, rescuers and townsfolk. In the aftermath care and support have continued.

This story provides opportunities for identifying and discussing good or positive actions.

**Silent Sitting** : can reflect on beneficial actions. Keep the time to 2 – 3 minutes and follow the procedure outlined previously. Remind participants of the values of using this process.

**Song** : “Sixteen Tons”

“I was born one morning when the sun didn’t shine.

I took up my shovel and I walked to the mine,” etc., for some humour or as you choose for suitability, e.g. “You are here right now.”

As young people like “Hip Hop” they may like to create, write a song about Beaconsfield as their family/group Activity and perform it for themselves and maybe act for a charity benefit concert!

A drawing of the mine disaster could form the basis for a backdrop for family’s/group’s performance! It can be seen as humorous fun. Lightness, creativity can all add to the experiential W.A.T.C.H. Programme. This helps our integration of the principles and inspires us to practice mindfully and observe our behaviour as we concentrate on W.A.T.C.H.ing our Actions this week.

**Self-Assessment** : As per last session Words and Actions will be assessed for today at the conclusion of this session.

Then focus family/group on task to observe Actions for this week. Again emphasize that I am concentrating on observing my own actions and the effects they have.

Remember help may be needed for members to more accurately assess their behaviour on the 1- 10 scale. Endorse good conduct and encourage for better efforts where needed.

## Chapter 6

### THOUGHTS — VALUE OF PEACE

Members will now be feeling more familiar with the weekly programme as we revise our week of Actions and then lead into Thoughts — the Value of Peace.

**Resources :** for today are the board and assessment sheets, song, player, and musical instruments.

Begin with feedback sharing of “My Actions this week...” It is also useful to relate some one else’s good actions and how that made you feel, e.g. “This week I was finding it difficult being confined to the house with my sprained ankle. My neighbour called to see how I was and to get anything I needed at the shop. This made me feel very grateful for her thoughtful and kind actions, especially as she is 82 years herself. It motivated me to think of how I might help others more.” Acknowledge each individual’s good actions this week and the shared observations of less good actions.

Now that members are beginning to get an understanding of W.A.T.C.H. and practise it, spend as much time as you feel is beneficial on the feedback.

You may choose to follow up some of the revelations and sharing individually, at a later opportune time.

**Thoughts :** As Thoughts are the key to our words and actions, this week’s discussion is very important. When we can fully understand and accept that :

**Thoughts** → **Words** → **Actions**

We realize the key to our whole behaviour is our Thoughts because —

Negative Thoughts → Negative Words → Negative Actions  
Positive Thoughts → Positive Words → Positive Actions

Remember the following full sets of suggested activities are a guide for you as you present this central concept of Thoughts.

**Quotation :** Buddha said “With our Thoughts we make the world.”

Discuss this as a beginning to comprehend the power of our Thoughts. Discussion may be brainstorming or around in circle to comment, as you choose.

**Story :** There are many stories of great achievers who persisted against adversity to bring a Thought into creation: Alexander Graham Bell, with the telephone; Abraham Lincoln to become President of U.S.A.; Suffragettes to gain the vote for females; Winston Churchill, the great British War leader, Florence Nightingale, nursing soldiers; William Wilberforce, freedom for slaves; Nelson Mandela, democracy for South Africa, Mother Teresa, love and dignity for ill and dying poor; Ian Kiernan, Clean-up Australia; Masahisa Goi, Peace Poles; etc.

In the last 40 years elite sport has been revolutionized by Thoughts, with sport’s psychology and motivation. There are



many stories in this field. One is: The Australian Olympic Squad set sail in early 1924 for the famous Paris Games. During the six-week sea voyage athletes exercised and drilled on the deck each day for so many hours in the confined space.

This was except for one brave fellow who lay comfortably in his deck chair and only took light perambulations of the deck. He was regularly criticised and condemned for his seeming lack of preparation. However, this athlete used his time in the deck chair each day to mentally go through his full training programme. And he performed very well at the games much to fellow athletes' amazement. Similar stories abound such as a P.O. W. [prisoner of war], who "played" Beethoven each day on a plank of wood with piano keys marked. He played it faultlessly upon return from war.

Today athletes spend much time visualizing the perfect putt, bowl or basket. So it is all in the mind, as they say. Discuss how you can W.A.T.C.H. and use your Thoughts beneficially this week.

**Silent Sitting** : During the 2 – 3 minutes quiet time participants can observe their Thoughts – just W.A.T.C.H. them without judging or stopping them. Just see them come and go like passing clouds. Discuss or not as seems appropriate. i.e. Share as you choose.

**Song** : "Everything is Beautiful in its own Way"

or

"You Raise me up."

**Family/group Activity** : could be to develop a family/group Story. This can occur with any number of participants and any ages. This is usually a fun and energizing activity of short duration.

**Person 1** – States the place and location for the story; **Person 2** – Time period; **Persons 3, 4, 5** – name characters 1, 2, 3. Thereafter each person around the family/group circle repeatedly adds one sentence to the Story until family/group decides to conclude it. No thinking time is permitted; just add quickly whatever comes to mind. The activity may include movement, singing, etc, according to family's/group's creativity.

**Self Assessment** : of Words, Actions, and Thoughts for today are made and discussed. Note: Thoughts can only be subjective assessment, so we have to trust the individual's assessment here. However, we now know Thoughts are the bases for Words, and Actions, so good positive Words and Actions cannot grow from bad/negative Thoughts. In other words, if I grade Thoughts = 6, I would not have Words = 8 and Actions = 7. If I do I will begin to see the inconsistency, lack of balance in myself.

During the week whenever we remember we just observe what we are thinking and change our thoughts for more positive outcomes. This will help us focus on WATCHing our Thoughts this week! Small children may only understand Thoughts to a limited extent. Encourage them to continue to speak and act kindly and caringly with all. Help them to be aware of their thinking and how it will help them to think good things about others and themselves.

## Chapter 7

### CHARACTER — VALUE OF LOVE

**Resources;** this week could be white/blackboard, paper, pencils, chart, and song player.

As most humans are unaware of how much we think, how repetitive our thoughts are, and how often they are negative, this could prove an interesting and revealing feedback session for most as we share: "How I watched my Thoughts this week." Remember the vulnerability of participants as they share their inner world and perhaps remind the family/group of this so that we can all share with family/group support. Again with younger members work very basically to the extent they can understand thinking and continue to focus on Words and Actions.

**Character** is often a difficult concept, so with the W.A.T.C.H. Programme we approach it in this way. It will be useful to put on the board or on a handout.

**Thoughts → Words → Actions → Consequences**

Perhaps focus on consequences as even small children understand the results of their behaviour. They are aware that positive results are enjoyable and negative are to be avoided. So they can be encouraged to follow behaviour that will bring pleasant outcomes for themselves and others.

Consequences add up like a bank balance.

## Consequences of our Behaviour

### Character Bank

**Positive = Credit**

- + positive Thoughts      add up to positive consequences
- + positive Words        add up to positive consequences
- + positive Actions        add up to positive consequences

**Negative = Debit**

- negative Thoughts      add up to negative consequences
- negative Words        add up to negative consequences
- negative Actions        add up to negative consequences

**Our Consequences = Our Character**

Our Character then is the sum total of the consequences of our Thoughts, Words, and Actions.

So we may behave badly/inappropriately at some times but have a good Character because our behaviour is generally positive. Over the years our good behaviour cancels out the bad and grows in strength.

Depending on the depth you wish to pursue Character (or Consequences), choose from the following techniques accordingly.

**Quotation :** "Character is our most precious possession."

Either brainstorm meaning or go round the circle for each to give his/her thoughts on this statement. With small children, emphasise their natural goodness.



Many great works of literature are based on Character – e.g. Shakespeare's histories and tragedies; "A Man for All Seasons"; "The Crucible"; "Pride and Prejudice". More modern examples may be "Lord of the Rings" and the "Harry Potter" series. Great heroes and heroines afore mentioned of our times: Winston Churchill, Martin Luther King, Nelson Mandela, Mother Theresa, Mahatma Gandhi, Elizabeth II, plus Australians of the Year, are good examples of fine character. Perhaps qualities of good Character can be stated and written up to help establish this concept clearly. We ask our young people to name people of good character and then some of their qualities that display this good character.

**Story:** Two boys were in the final year of grade school. They had been 'best friends' right through from Kindergarten. They were both keen students and strove for best results in each exam. Michael always just pipped Stephen no matter how hard Stephen tried. So Michael had first place at each prize giving with Stephen taking second.

During Year 7 Michael's mother was diagnosed with cancer and he was often absent from school. This was the case when she passed away just prior to the final exams. As Stephen was completing his paper he suddenly decided not to answer the last question and just waited quietly in his place until the bell rang.

During the lunch break their teacher called Stephen to the staff room and said to him,

"You missed the last question. Didn't you see it? Complete it now."

"No thank you, Sir," replied Stephen.

"Why?" asked the teacher. "You can defeat Michael if you complete this! I know you can do this question."

"No thank you, Sir," said Stephen politely.

"Explain this to me!" demanded the teacher.

"Please do not repeat this to anyone, Sir. Michael is having a very hard time in his life losing his mother. If he were to also lose the first place — Dux of the School — that would be too much to bear. So I left that question blank so that Michael will have first place as usual and I the second."

The teacher was overwhelmed by this boy's fine Thoughts, Words, and Actions as well as his loving Heart and realized, although he was young, he was a person of fine Character.

Again this is a powerful true story that requires no further comment.

**Silent Sitting:** Now could be a good time to encourage members to begin regular practice each day for a short time. Suggest each person chooses a quiet place — the same place is helpful at the beginning of the practice — and sits quietly for a few minutes. Small children enjoy having a quiet place inside a circle of rope or cord where they can go to be undisturbed. They will correspondingly respect other members in their particular quiet places.

**Song:** — "Imagine", A song/hymn of Jesus or spiritual chant of a holy leader, e.g. "He's got the whole world", "The Lord is my Shepherd", "Be Yourself", etc., if appropriate for the family/group.

**Family/group Activity:** Could be drawing the outline of your own hand for a "Character reading." Pass each outline around the family/group for a positive character attribute to be written by each, for each.



It is suggested each person pins this up for his/herself to absorb during the week. This adds up to 5 attributes (one for each finger), so that you become aware about yourself. This can be shared next Session.

### **SELF ASSESSMENT**

In the Self Assessment complete W.A. T.C.H. as before but this time as an assessment of behaviour for the past week, not just for the day. Members can begin to become more WATCHful and aware of their behaviour as a natural habit and Character can be completed as you have seen it on your "Hand Sheet" today.

This week focus on the Consequences of our Thoughts, Words, and Action choices and how they are moulding our Character. This requires more consistent observation and is developing the ongoing habit of W.A.T.C.H. As young children may not understand Character concentrate on Consequences of Thoughts, Words and Actions.

## **Chapter 8**

### **HEART = VALUE OF NON VIOLENCE**

We are now well into the Programme and Participants are making discoveries about themselves through their observations taking place. A well choices for more healthy and positive behaviours will be seen.

**An example could be :** "This week was better than last week when I was on suspension. I have been to every class this week!" as a student of three weeks' participation in the Programme fed back to the family/group.

**Resources could be :** Board, paper, pencils, crayons, songs, player, and instruments.

In our Feedback this week we are sharing: "How I observed qualities of my Character this week." This may not be easy, so even one awareness is valuable. Members may draw on their character hand from last week. As building Self Esteem is the goal of this programme, participants are to be encouraged to recognize and accept the Character qualities others have seen in them and to act as if they have them.

At a simpler level you can explore awareness of Consequences following Thoughts, Words and Actions. As members develop the understanding of Consequences, they realize their power to behave differently to bring the more beneficial outcomes.

**Quotation :** "Our Hearts should melt like butter at the suffering of our fellows".

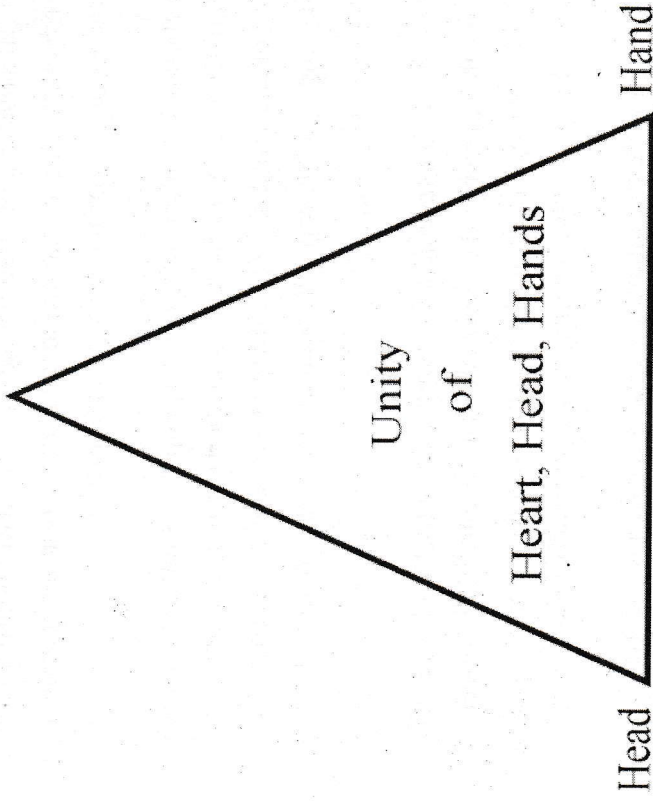


Heart is another key in the W.A.T.C.H. Programme because this is a "Heart to Heart" not a "Head to Head" programme. The Heart is the seat of our Conscience – where we judge right behaviour: we 'feel' in our Heart whether "something is right"; and from an open Heart we express our love and creativity. It is often difficult for us, especially after experiencing painful words or actions, to open our Hearts. In this family/group we have the support, love and encouragement to do so.

The Heart is the touchstone – After our Thoughts, before we speak or act, we need to check that the consequences will not hurt ourselves or others. We can use our own pain from careless Words and Actions to remind and motivate us to think and speak and act kindly ourselves so that others may not suffer. Most participants will identify easily with this aspect of W.A.T.C.H. and understand its importance. A useful set of guide lines is: Before I talk or act, think: Is it necessary? Is it true? Is it kind? Will it hurt anyone? Will it improve the silence or situation?

Again please take advantage of the material following and/or modify to suit the ages and interests of your Family/group – remember more available in Appendix B. You will easily find stories suited to demonstrating Heart.

Heart



**Storey** ; may be about adults, children, animals, and environment to express this quality of Heart as we did other qualities. The following story takes a different slant.

### **Choir of Hard Knocks**

Jonathon Welch is a talented Choir Master who flies to different Australian cities each week to fulfil commitments. Some years ago he was working in Canada when he was "snowed in." His friend gave him a copy of Readers Digest to pass the time. Although Jonathon was not interested he eventually browsed through the booklet and found an inspiring story about a conductor who led a choir of homeless people.



For two years Jonathon felt this idea rising within him and eventually he called a meeting of disadvantaged people in Melbourne. The criteria for membership of the proposed choir was to be homeless and/or disabled, sick or on recovery programmes.

A choir of 60 plus disadvantaged people was formed – The Choir of Hard Knocks. Week by week Jonathon caringly and patiently taught the volunteer men and women a programme of songs. There were many challenges on the way but Jonathon lovingly and respectfully guided them through.

It was major achievement for many just to attend each week. Jonathon was often in tears as he experienced the beauty of the voices of some of life's damaged people. They came together to support and care for each other with understanding of special needs of some members.

One man came one hundred kilometres each practice; another had to fit choir demands around his medication requirements. One lady shared that the choir helped her remain drug free. Many members fought hard to conquer their old habits and stay clean so they could remain with the choir. All members grew in self esteem, discipline and strength as they refused to let the choir down. Although at times many struggled, they kept their commitments through love and faith.

Jonathon attained the impossible: the choir made a CD which included solo performers. When the members sold four thousand copies the sales profits made possible the choir's Melbourne Town Hall Concert. In achieving their collective dream Jonathon brought a sense of worth, family and community to all the members of the Choir of Hard Knocks who are continuing their practices and performances. [Note: Jonathon has since created a choir with women prisoners.]

**Silent Sitting :** 3 –5 minutes should now be comfortable and participants should be experiencing the benefits of this quiet time. Encourage them to use this practice of Silent Sitting in times of stress e.g. at exams; waiting in queues; concentrating in class or with homework; with provocation and button pushing; to relax or go to sleep; and for young ones in timeout.

During the silence ask participants to focus on the Heart centre and to feel the love which is within their own hearts and share it with family and friends as they think of them. Perhaps, discuss with children how they feel now experiencing the love within them. Encourage them to practice feeling this good feeling at other times, especially at times when they are not feeling so good.

**Song:** “He’s got the Whole World”, “Tie a Yellow Ribbon” and a myriad of favourite love songs! or oldies like “Daisy Daisy”, “In Your Easter Bonnet”, “Danny Boy”, “I Drink to Thee Only”, “Love, Love Changes Everything”.

**Family/group Activity :** All could do a drawing or cartoon, or a poem, or song about: “Love is...” to share with family/group and to be pinned up for all to see for the week. Of course this can be serious or humorous as chosen.

Alternatively members could focus on gratitude and make a collage of the parts of my life for which I am grateful, to pin up as a reminder. Thanking those who contribute to my good life could be a follow up activity. As we acknowledge and express our gratitude we open ourselves to more abundance in our lives.



**Feedback:** Will be for the whole past week for each of five aspects of W.A.T.C.H. as Heart is readily understood by most.

This week we focus on our Heart to see how we can include it in our W.A.T.C.H. process to bring optimum outcomes for all in our lives. We take particular notice of how we show love and how others show love.

## Chapter 9

### OUTCOMES OF W.A.T.C.H

This week we will explore how W.A.T.C.H. can be used to help us deal with some life experiences. Some practical suggestions to apply W.A.T.C.H. are explored through some role play activities.

**Resources ;** for this week could be: board, scenarios, songs, tape or CD player, instruments, assessment sheets, cards, stickers, pens, response cycle assessment of programme sheet.

During the follow-up sharing, begin with examples of loving, considerate, thoughtful experiences he/she took part in, i.e., "My Heart experiences this week." Share heart-felt experiences you observed of others – of people and animals.

It can be useful to focus on a family/group issue this week in the gained awareness and understanding of W.A.T.C.H. Examples could be button pressing or anger management, as these are commonly faced behaviours. An alternative issue could be bullying – this is a targeted, often persistent form of button pressing.

You may prefer to focus on the more immediate issues of power struggles, put downs or attention-seeking behaviours. Perhaps choose one behaviour that is causing disruption, concern, unhappiness in your family/group, and play it out. Be careful to separate deed from doer as the family/group applies the W.A.T.C.H. principles to the scenario,

Role plays can be used to focus on the button pushing and consequent feelings of frustration, anger, distress.

**Family/group Activity :** Below are some scenarios as “starters” or “plans”, e.g.

1. Reversing car in car park. Hits car behind and driver is not in attendance.

Lady to others near by :

“Do you know the owner of this car?”

Onlooker :

“The man has just entered shops.”

Lady :

“Would you have a pen handy?”

Onlooker :

“Certainly I also have paper for you to write a note.”

Lady :

“Thank you.”

Lady thinks :

“There that will do. I’ve written, “As everybody is watching I’m leaving you this note. The people watching think it contains an apology and my details for you to contact me but it doesn’t.”

2. Three friends going to school. Suddenly a \$20 note is dropped by person walking in front.

1<sup>st</sup> Person :

“Hey! Look what I just picked up.”

2<sup>nd</sup> Person :

“You can’t keep it you know. It belongs to the person who has just entered the shop.”

3<sup>rd</sup> Person :

“Do either of you know the owner?”

1<sup>st</sup> Person :

“It’s mine now I found it!”

2<sup>nd</sup> Person :

“Let’s hand it in at school.”

1<sup>st</sup> Person: “Mind your own business Finders keepers.”

3. Person 1 : “What’s the use of sitting here by yourself with that lonely soccer ball,

Jason : “I just want to get my breath back, that’s all.”

Person 2 : “Oh, yeah! No one will play with you I bet! And it’s such a nice new ball!”

Person 3 : “We’ll play with you.”

Jason : “I told you I just want to sit. Give me ball back.”

Person 1 : “If you want it, come and get it!

4. Phone customer to a Voice Operator :

“I want to do some telebanking.”

Voice : “Press 1, 2 or 3 for the option you want.”

Customer very irate after a few tries to secure the correct option:

“I don’t want a credit card. I want telebanking!”

Voice : “Option 1, Option 2, Option 3.”

Customer [very loudly] :

“I want telebanking operator.”

There was silence.....

Voice : “I’ll put you through to the bank.”



5. Nathan is playing with his friend when younger brother Daniel comes along.

Nathan : "Don't hit me Daniel, I'm playing with Jack."

Jack : "Oh! He's O.K!"

Nathan : "No, He's not! Look at that. (Grabs Daniel) as brick tower they are building tumbles down!"

Daniel, screaming : "Let me go! Let me go!"

Calls Mum : "What are you doing to him?"

6. Jenny and Georgie are watching T.V. when boys come in.

Ryan : "What's this rubbish? Who'd want to watch this?"

Georgie : "We would!"

Jason : "This is for two year olds. Let's see what's on for grown-ups?" Grabs remote from Jenny and begins flicking channels.

Jenny : "Give that back. It's our show. Who asked you to join us?"

Struggle ensues for remote amid yelling.

Role play — your own scenarios. Family/groups of 2 – 4 can enact each.

### **Role Play follow ups :**

When each role play is completed list all the negative feelings for family/group. Do this anonymously on the white/blackboard.

e.g. "dishonesty", and shares this out loud. List this subgroup of negative feelings.

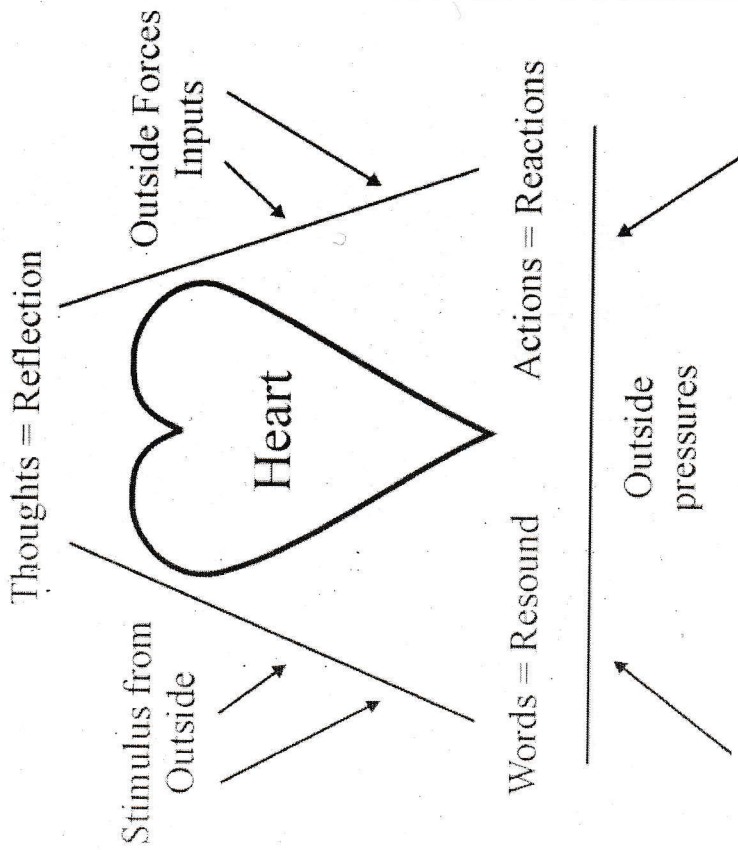
Next the whole family/group can help each member find an "antidote", i.e. a positive opposite to his/her feeling, e.g. trust for dishonesty. This can be written on a nice small card, which is then decorated with stickers, pictures, drawings, glitter, etc. to make it outstanding for the person who is accepting this feeling as a focus for the week.

Now each person has a positive value to work with during the week. It may be valuable to return to this activity once again the following week.

### **RESPONSE CYCLE**

From the role play activities it can be seen that we have a Response Cycle to outside stimulation of Words and Actions. This can be experienced as what we will call: reflection, resound and reaction.

## RESPONSE CYCLE



When we take a small amount of time for Reflection, which represents Thoughts, we can choose our Resound, or Words; and Reaction, which are the Actions we will use to Respond.

We can choose our response to outside inputs. When we wait to think (reflect) about the Words or Actions coming to us, we can choose through out Heart or conscience to make healthy, appropriate, respectful responses with our Words (resound) and Actions (reactions).

## **RESPONSES = REFLECTION, RESOUND, REACTION.**

### **RESPONSES**

Examples of typical responses to button pushing, as illustrated in the role play No 3, would be:

- Remain silent;
- Go away;
- Agree with the person's statement, e.g., "You are a coward!" The response could be, "I can understand how you might think that." or "Everyone is entitled to his opinion, including me."
- Use humour. This is a very powerful response – focus on the funny part of the situation and defuse it. e.g. From scenario 3 above, "I can see I must look silly running around trying to get my ball back. At least I'm making you laugh. How about kicking it to me so I can join in the fun?"

### **GOOD COMPANY**

However, our best strategy in dealing with button pushing and bullying type behaviour is to keep ourselves in good company. When we seek to be with friends who are caring, supportive and respectful in their behaviour, and like-minded to ourselves, we increase our own strength to cope with negative behaviour. So seeking out and remaining in good company where we can support each other will infuse us all with courage. As we all want to be happy with each other we can choose processes together, which will bring satisfying outcomes for all. Coming from the heart to heart interactions based on non-violence, we can find solutions to support all.



**Quotation :** "I choose my responses"

**Story :** One day the Buddha was resting quietly by a stream in the early afternoon. Along came a notorious robber and murderer. He approached loudly and forcefully with his necklace of skulls jangling around his neck.

"Don't you know who I am? Get up and do as I say. I am Angumala, feared throughout the land. You'd better obey me or your skull will join these others. I have killed more men than anyone."

"My son, why are you so angry? You have no peace," replied the Buddha gently.

"Do as I say or I will have to kill you, too. Obey me!"

"My son, if killing me will help you to gain peace of mind, then I am willing to give my life to you."

Angumala, the fearsome murderer, fell down on his knees. He knew he had found a great soul. He begged Buddha's forgiveness, but said he was too evil to be given mercy. However, Buddha sent him to a monastery where he then lived and worked quietly and humbly. His life was changed because the Buddha did not accept the fear, anger and threats Angumala offered him. Instead he remained calm and peaceful and did not react to the provocation or button pressing, but responded with loving kindness.

**Silent Sitting :** Reflect for 3 – 5 minutes on the inner love, peace and understanding we all have within us and allow ourselves to experience that peace within as we sit in the silence.

**A Song could be:** "Imagine", "Love is My Decision", or "True Colours".

**Self-Assessment;** will be for all 5 elements of W.A.T.C.H. – Words, Action, Thoughts, Character, Heart.



The anger management suggestions on page 73 have been trailed extensively with great success. Try some and find which will work for you!

What to do when I feel angry



1 Leave the scene – get out of the angry atmosphere



2 Drink a glass of water and cool off



3 Lie down on the floor or bed and rest



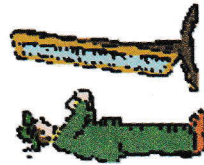
4 Breathe deeply, rhythmically to get back calm state



5 Count to ten



6 Take a walk among nature



7 If all else fails, look at yourself in the mirror

- Tips:
- Always keep good company
  - An outburst of anger uses all our energy
  - Continual anger may cause disease

**Conclusions:** — Relations and interactions with yourself and others.

We have now been working with the W.A.T.C.H. Programme with “at risk” teenagers for over eight years. The outcomes have been humbling. We have been privileged to witness youth become self confident and self assured. With W.A.T.C.H. as their base they are able to make judgments about their company, behaviour and activities. They develop the necessary life skills to function healthily at home, school and in the work force. Students who have passed through the programme have fed back the following :

Students

“I like Silent Sitting best. It keeps me calm.”

“I’m going back to main school to finish my studies.”

“The best thing for me is all the ladies and men just accept us how we are even when we do wrong things.”

“Being with W.A.T.C.H. and the ladies and men has stopped me from making some stupid mistakes!”

“We can just be ourselves and that’s enough “

Feedback from parents and teachers has also been encouraging. Some examples :



## Teachers

“This girl has turned her behaviour around and is participating in class activities with good students.”

“This student is now polite and cooperative; she has a sense of self and a new found confidence.”

## Parents

“There has been so much change in attitudes. She now helps out at home and has more patience with her little brother.”

“He has improved; and sometimes falls back in his old ways, but not for long.”

“With the family working together, instead of against each other all the time, things are improving.”

“There are less arguments because we can look at the problem without blaming someone.”

## **PROGRAMME ASSESSMENT**

It will now be useful and valuable to get assessment and evaluation of the programme from each participant :

- How it has and is now impacting on my life.
- Where to from now — individually and as family/group?
- Does the family/group wish to continue for another 6 weeks to reinforce W.A.T.C.H.? — (This is highly recommended).

Follow the same format each week, i.e. focussing on one element of W.A.T.C.H. per week using the five techniques of Quote, Song, Silent Sitting, Story, family/group Activity.

For over eight years we have been privileged to facilitate the W.A.T.C.H. Programme with “at risk” teenage girls [there is a corresponding boys’ programme]. During that time, we have had many responses :

1. A girl came to us on 21 days’ suspension for swearing at the principal. She completely amazed him when she addressed the assembled parents, students and staff about two months later. As well, on her own initiative she distributed Christmas balls to the lady volunteers on break up day.
2. A girl attended for sometime, then integrated at school. After two to three months she returned to us. Her explanation: “I am losing W.A.T.C.H. and I have to get it again, so I need to come back to the group.”
3. A girl left school for health reasons. She asked to return to W.A.T.C.H. to keep sharing the love and practising the Values.
4. An habitual truant came to full school attendance and completed the associated detentions. She was chairperson at the end-of-year break up.
5. Past students now in work force or tertiary study regularly call in to see us and share their ongoing life experiences. One of these recently asked to stay to participate in Silent Sitting, the most beneficial activity for her.

These are some of the W.A. T.C.H. stories and you can add yours to them as, week by week, either individually or as a family/group, you will be entering more deeply into this depthless process of W.A. T.C.H.

More clarity, awareness, understanding will come day by day; week by week. As well you will feel empowered and more peaceful, and your self confidence will blossom. You will *become* the process, and rewards in your life will flow abundantly in your relations and interactions with yourself and others.

***Best wishes, and may W.A. T.C.H. bring support and uplift on your family/group journey!***

## Appendix A

### Family/group Weekly Assessment Sheet

Name	Words	Actions	Thoughts	Character	Heart

### Personal Weekly Assessment Sheet

Week	Words	Actions	Thoughts	Character	Heart
1					
2					
3					
4					
5					
6					



I. WORDS – VALUE of TRUTH

QUOTATIONS

Telling the Truth is easier than telling a lie.  
Things change but Truth never changes.

SONG

It is a Sin to Tell a Lie.

POEM

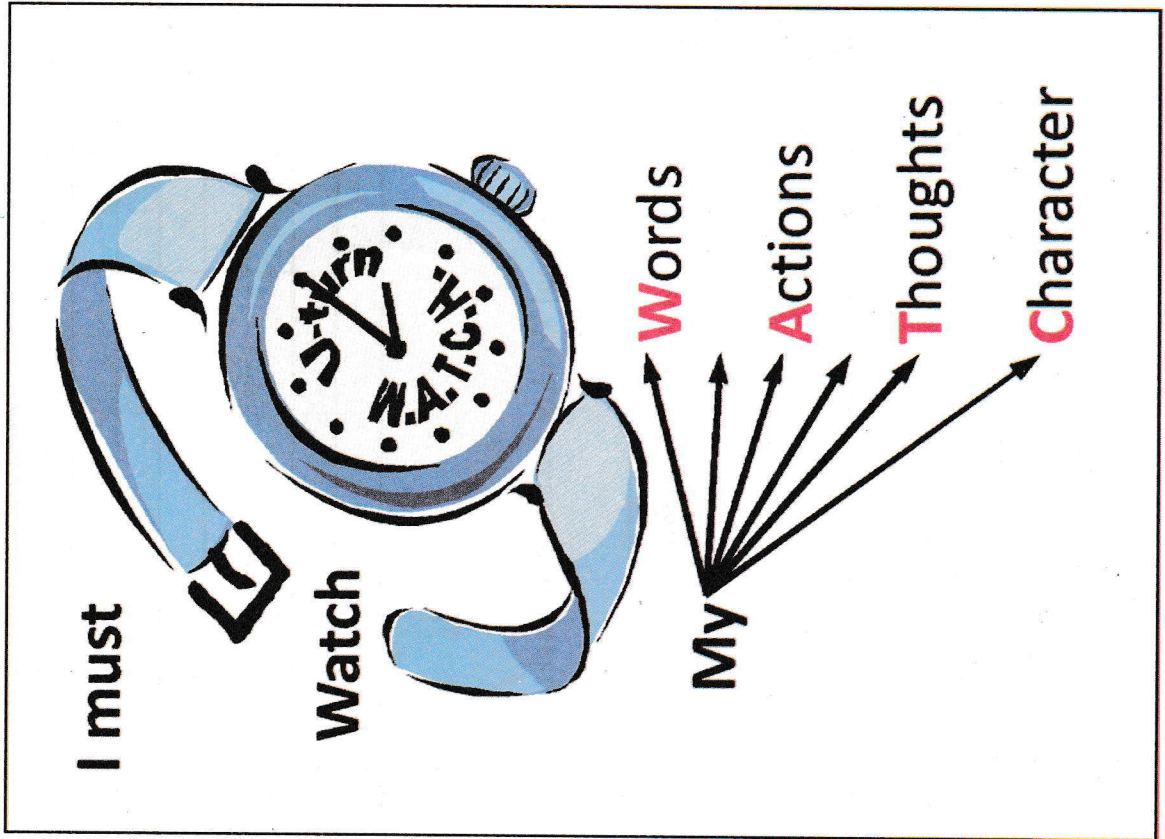
To Lose My Cool.

STORY

W.A.T.C.H. Your Words.

This is a story about a young lady named Elina. She was about your age and she spent nearly all her free time tending to the African Violet that she had in her bedroom. Each day she would speak kind gentle words to the plant. She would also play soft soothing music that was easy to listen to. She never used harsh or angry words because she noticed that the plant would react in a negative way. As a matter of fact the violet loved the classics and being spoken to each morning and night

Elina's family were people whose gentle caring natures were always careful about the words that were spoken in the house. This also helped the plant to thrive.



There was never a swear word uttered or anger expressed by any member of the family.

One day Elina had to go on a long trip and because she could not take the plant with her, it found itself in a strange new home. This home was noisy. People were often screaming at each other and arguing. The television was playing even if there was no one watching it. Everyone who lived in the house was forever running. No one took time to walk. The plant could not even take a nap. She never had a quiet time until everyone was asleep.

The worst part was that the plant was forgotten. It became thirsty and stretched out its leaves to tell the people, "Please water me". It missed Elina and the peace and quiet of her house. The plant was crying. All the beautiful flowers fell off and the dead petals lay around the pot. Elina's beautiful plant was dying fast.

Elina came home after what seemed to be a long, long time. The first thing she did was to run to the house where her favourite plant was.

When she saw the plant her mouth became a big O and nothing came out. She was terribly upset. Her plant was half the size it used to be and the petals were either missing or disappearing. Most of the leaves were gone.

Elina immediately took the plant home. She carried it ever so gently and talked quietly to it. She sang a sweet song as she watered it very carefully so that the plant drank just the right amount.

She gently touched the leaves and told the plant that she would help it to become well and beautiful again.

Elina would tip toe around the room because she knew the plant would get well faster. The plant did, and slowly the leaves came back and finally a few purple flowers popped out. Elina and her special plant were very happy.

## II. ACTIONS - VALUE OF RIGHT CONDUCT

### QUOTATIONS

For every action there is an equal and opposite reaction. (Newton's Law)

Right conduct leads to peace and happiness in life.

### SONGS

Sixteen Ton

Climb every Mountain

Dear Hearts and Gentle People

Puff, the Magic Dragon

### STORY

#### Lesson In Kindness

Melbourne school boy Nak Assavatheptavee, 16, is happily back home after a year away, thanks to his devoted class mates following his sudden deportation to Thailand.



The popular teen was tearfully farewelled at Melbourne Airport in February, 2005, eight years after he migrated to Australia.

However Nak's determined friends from Thornbury High School spearheaded a campaign to raise funds to get him home. The best way to get Nak back was for him to become a fee paying international student, his friend explained. They knew it would be costly but their determination paid off.

The reason Nak had to leave Australia was he had travelled on his dad's visa and Immigration was deporting his father. Nak had lived in Australia since he was seven. He loved his school, friends and he was being sent back to a country that he had no memories of and a language that he could not speak. On his return to Thailand he was forced to give up his studies due to the language barrier. Instead he found a cleaning job.

Meanwhile his friends in Australia went all out to raise funds for Nak's return. By the end of 2005 they had raised \$22,000 needed for school fees and Nak applied for his student visa at the Australian Embassy in Bangkok. The school continued to raise funds to assist the family and hopefully help Nak's father return to Australia. Within two weeks of applying for a visa Nak was back in Australia and very happy to be home again.

### III. THOUGHTS - VALUE OF PEACE

#### QUOTATIONS

Silence is one of the great arts of conversation.  
Peace begins with a smile. ~ Mother Teresa

## SONGS

Oh! What a Beautiful Morning.

Everything is Beautiful.

Born Free.

## SPEECH

### 1. Nelson Mandela

Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that most frightens us.

We ask ourselves, who am I to be brilliant, gorgeous,

Talented and fabulous?

Actually, who are you not to be?

You are a child of God.

Your playing small doesn't save the world.

There is nothing enlightening about shrinking

So that other people won't feel insecure around you.

We are born to make manifest the glory of God that is within us.

It's not just in some of us;

It is in everyone!

And as we let our own light shine,

We consciously give other people

Permission to do the same.

As we are liberated from our own fear,

Our presence automatically liberates others.

## 2. A Father's Message to His Son

Everything in life has a price and our biggest mistakes are when we do not really ask the price before we make the choice. The other day when we were talking about prisoner of war we spoke of self discipline and how it saved their lives. There is an inner man within all of us we have to call on once in a while. Having the guts to do nasty little boring tasks, sticking to them when we would rather goof off, decides whether that inner man has enough muscle to be of any help when we need him.....Keep an eye on the price tag: some things are very expensive and you pay for the rest of your life. Love Dad

## STORY

### Nelson Mandela

He was born in Transkei, South Africa on the July 18, 1918. His father was Chief Henry Mandela of the Tembu Tribe. Mandela himself was educated at University College of Fort Hare and the University of Witwatersrand and qualified in law in 1942. He joined the African National Congress in 1944 and was engaged in resistance against the ruling National Party's apartheid policies after 1948. He went on trial for treason in 1956-1961 and was acquitted in 1961.

After the banning of the ANC in 1960, Nelson Mandela argued for the setting up of a military wing within the ANC. In June 1961, the ANC executive considered his proposal on the use of violent tactics and agreed that those members who wished

to involve themselves in Mandela's campaign would not be stopped from doing so by the ANC.

This led to the formation of Umkhonto we Sizwe. Mandela was arrested in 1962 and sentenced to five years' imprisonment with hard labor. In 1963, when many fellow leaders of the ANC and the Umkhonto we Sizwe were arrested, Mandela was brought to stand trial with them for plotting to overthrow the government by violence. His statement from the dock received considerable international publicity. On June 12, 1964, eight of the accused, including Mandela were sentenced to life imprisonment. From 1964 to 1982, he was incarcerated at the Robben Island Prison, off Cape Town: thereafter, he was at Pollsmoor Prison nearby on the mainland.

During his years in prison, Nelson Mandela's reputation grew steadily. He was widely accepted as the most significant black leader in South Africa and became a potent symbol of resistance as the anti apartheid movement gathered strength. He consistently refused to compromise his political position to obtain his freedom.

Nelson Mandela was released on February 11, 1990. After his release, he plunged himself wholeheartedly into his life's work, striving to attain the goals he and others had set out almost four decades earlier. In 1991, at the first national conference of the ANC held inside South Africa after the organization had been banned in 1960, Mandela was elected



President of the ANC while his lifelong friend and colleague, Oliver Tambo, became the organization's National Chairperson. He went on to be the first President of the new United Nation of South Africa, democratically elected by all South Africans.

#### **IV. CHARACTER - VALUE OF LOVE**

##### **QUOTATIONS**

I will be compassionate and not violate myself or any other.  
Love never injures.  
Love can never be destroyed.

##### **SONGS**

Imagine  
Circle of Life  
Put a Little Love in Your Heart.

##### **STORY**

###### **Warm Fuzzies**

Once upon a time there was a town of Cold Pricklies who were always cross with their neighbours and all the other residents. They never smiled at each other. All the people were cross with each other too. Really it was not a very nice place to visit or to live. Even in the home everyone was cranky with the other members.

This went on for some time. Each day became worse than the one before until a parcel arrived addressed to one of the people who ran the Post Office. It was for her daughter Angie. This came as a big surprise as in this town Christmas presents or Birthday presents were not given.

At first Angie did not even know what to do with this parcel. Luckily her Mum could just remember what the town had been like many many years ago when she had been a little girl. She picked up Angie and whispered into her ear. Quickly Angie took the parcel and carefully unwrapped its contents. To her surprise inside was a warm fuzzy. Holding this close to her heart she began to feel a warm fuzzy feeling in her heart. She began to smile the most beautiful smile that anyone had even seen. Her brother who was watching just could not help himself. He smiled at his sister and asked if he could hold the fuzzy.

It was so beautiful to see this young man enjoying the cuddle of the fuzzy. He too smiled a sunbeam smile. Mum was affected by this and she too felt so good inside when she held the fuzzy. All afternoon they kept holding the fuzzy and the house was so different. When the father came home he was met at the door and presented with the fuzzy. He too smiled and felt so happy inside that he just had to take the fuzzy and visit his sister who lived next door.

It was a shock to the sister to see her brother so happy. She took hold of the fuzzy and became a different person. It was not long before the whole town was smiling and enjoying the friendship of each other. They now spoke "sweetly and softly" to each other and it was decided that from now on that everyone would "help ever hurt never".

## V. HEART - VALUE OF NON-VIOLENCE

### QUOTATIONS

Do unto others as you would have them do unto you. (Jesus) As you sow so shall you reap. (Jesus)

### SONGS

Tie a Yellow Ribbon Round the Old Oak Tree

Let the Sun Shine In

Young at heart

Sometimes When We Touch

### STORY

#### A Little Help From My Friends

Who is familiar with these artists? Australian Crawl, Dragon, Air Supply, John Farnham, Russell Morris. This is a story about the man to whom they can all contribute their success in the music charts.

Peter Dawkins was taken by his father into a recording studio at a very early age. It was at this moment that his thoughts became directed to become a successful recording producer. Holding this thought he pursued his ambition and became an entertainer during his early teens. He was a member of a very successful band.

Gathering together monies needed to set up a studio for his lifetime ambition to become a recording producer, he signed up his first artist and set about the task of making a successful record.

For this occupation he had an excellent intuitiveness, thus becoming one of Australia's most successful producers of chart topping record breaking hits. Awards were presented to Peter frequently for his excellent outstanding work. Of course the artists with whom he worked were more than happy with their successful records.

Then at just 42 years of age he walked into a doctor's surgery complaining of various symptoms. He was diagnosed with Parkinson's disease. This debilitating illness saw Dawkins lose the career he loved. It was one of many losses, with video documenting the shocking physical toll of the disease over ten years. He still held the thought that perhaps one day he would return to the studio.

Last year an extraordinary medical procedure that held hope for a better quality of life was offered to Dawkins but there was a catch - it would cost \$35,000 and Peter Dawkins simply did not have the money after being unable to work for so long. It was at this point that the industry that he had done so much for, returned the favour in a most unexpected way. The operation was successful and once again Peter realized his dream to be back in the recording studio.



## VI. OUTCOMES OF W.A.T.C.H.

### SONGS

May the Good Lord Bless and Keep You

Pennies from Heaven

Love Changes Everything

Wind Beneath your Wings

### STORY

#### Nicholas Winton

How good are you at keeping a secret? This secret was kept for 50 years and when the medley of pre war documentation, including photographs of children, pleading letters from their parents and telegrams which Winton had sent at the time, was found plus photos of the man himself holding a very young child, he told his wife that it was nothing and to throw them out. They were just some old papers.

To Nicholas Winton it was not something of importance. He was a quiet achiever who did not seek publicity for his actions. His wife realized that she was holding a book of documents that was of great value.

This is how the story unfolded: Nicholas was an unsung hero of World War Two. Shortly before Christmas 1938 Winton the London stockbroker was preparing a skiing holiday in Switzerland. He could afford it. He was single and earned good money.

A single phone call cut short his plans. His friend Martin Blake was working for an organization in Prague, Czechoslovakia, which was helping endangered adults to immigrate. Winton joined him. Arriving in Prague he witnessed the terrible situation of the refugees who were trying to flee the German threat to their country.

Nicholas quickly set to work to assist threatened children for whom there was no organization. He felt the advance of Hitler was imminent so he set up an action which has no comparison. He contacted the governments of nations, which he believed could accept the endangered children. Sweden was the only state apart from his own country which gave him an answer. The British government promised to accept children under the age of eighteen as long as he found homes for them and as long as fifty pounds would be deposited for each child to cover their eventual return home.

Nicholas fought on two fronts. He set up an office in the hotel Sroubek on Wenceslas Square. Terrified parents who gradually realized the danger they and their children were in, came to his corner table in the hotel coffee house. They could see that the only way to save at least their children was by placing them in the hands of this young respectable man – Nicholas Winton.

Nicholas did everything he could to earn their confidence. "Think Positive. Think big. Never say it can't be done. Never give up." Those were the principles he followed. Soon he opened a proper office in Vorsilska Street. Long queues were forming in front of the building. The Gestapo was aware of what was happening but they took no action.

Winton's second venue was an inconspicuous house in Willow Road, Hamstead, London from which he sought foster families and finances for his mission.

As soon as someone was interested to accept, for instance, an eight year old girl, he would send them a dozen photographs of various little girls to choose from.

It may seem a slightly commercial way of dealing with human beings, but it worked. And work it did, quickly – The first train left Prague with children on March 14, 1939. Seven further transports followed; altogether 669 children left.

When necessary, Winton did not hesitate to forge documents. He did this very well when he thought the authorities were taking too long. Quite a few children left Prague with forged entry permits into Britain. The Germans accepted the documents and in the meantime the British officials were given the authentic ones. Winton knew that a delay of even a few days could endanger the lives for which he felt responsible. The future unfortunately proved him right.

The largest transport was ready to leave on September 1, 1939. The young travellers were already in their seats, but the train never left. The war started in Europe and the Nazis withheld their permission to depart. Instead of going to London the 250 children were later taken by other trains to Auschwitz. As far as it is known none of these children survived the war.

All those children who owed their lives to Nicholas Winton, after the documents had been found by his wife, were able to offer a vote of thanks when they were brought together with Nicholas.

It was a remarkable reunion because these adults, who had become orphans, were able to personally thank the man who saved their lives. Many of them hold prominent roles within their communities.