



SATHYA SAI EDUCATION
IN HUMAN VALUES

THE ESSENCE OF WORLD

peace

AN ESSENTIAL GUIDE FOR EDUCATORS

Collaboration between the International Education Committee of the SSSIO

and

Institute of Sathya Sai Education-Australia

Institute of Sathya Sai Education-North Europe

Institute of Sathya Sai Education-Hong Kong

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Sai Institute of Education-West Indies

Artwork and writings contributed by children and youth from Australia, Mexico, Thailand, Trinidad, and USA.



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Foreword

By MARIANNE MEYER

This book is a beautiful tool for educators, as it gives us insight into the greatest gift we can give our children today....the pathway to Peace.

By teaching children to live in Love and Peace, we help them become co-creators of a society that reflects the values of Truth, Right Conduct, Peace, Love, and Nonviolence. These Human Values guide us to have the strength of mind and the courage to stand up for Love, Harmony, and Peace. As Gandhi said, "Become the change you wish to see in the world."

Teachers have the task of inspiring students to practice these values in their daily lives. But, the only way to teach these values is by practicing them. Albert Schweitzer told us that, "The example is not the main thing in influencing others, it is the only thing".

The heart has to be the foundation on which a peaceful and happy world is raised. Inner stillness or Peace is a place where our heart speaks and from where Love flows. Learning to move in the state of Inner Peace increases our foresight and discrimination and allows us to make conscious choices. Being Peaceful is a powerful tool for preventing and neutralizing stress or sorting out solutions to various life situations. Peace strengthens our capacity to connect to the Love and Wisdom in our Hearts.

To teach our children to follow their hearts and bring these human values to the world is important—if not critical. When all of us are true, kind and compassionate—the world can finally enter into an era of Peace and joy.

We can only have Peace in the world, when there is Peace in the individual.

Sathya Sai

Please enjoy and be inspired!

Marianne Meyer

Co-Chair, Sathya Sai International Education Committee

Director of the Institute of Sathya Sai Education North Europe (ESSE)

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WHAT IS SAID ABOUT PEACE

Nobody can bring you peace but yourself.

Ralph Waldo Emerson

The most valuable possession you can own is an open heart. The most powerful weapon you can be is an instrument of peace.

Carlos Santana



Peace is costly but it is worth the expense.

African Proverb

I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and souls.

Malala Yousafzi (Nobel Peace Prize)

If you close your mind in judgements and traffic in desires, your heart will be troubled. If you keep your mind from judging and aren't led by the senses, your heart will find peace.

Lao Tse





Peace begins with a smile.
Mother Teresa

You get World Peace through Inner Peace. If you've got a world full of people who have Inner Peace, then you have a Peaceful World.
Wayne Dyer

There is peace even in the storm.
Vincent van Gogh



The giver of peace is eternally blissful.
Granth Sahib



True peace between nations will only happen when there is true peace within people's souls.
Native American Proverb



Sathya Sai Education in Human Values



The Essence of World Peace



Institute of Sathya Sai Education - USA

Recall a time when you felt completely at Peace, when you felt this Peace right to your core, and nothing could shake this feeling. If you close your eyes, can you recreate this moment? The sights and sounds, who you were with? It would be wonderful to always feel this way—to have this Inner Peace continuously permeating our being.

Unfortunately, most of us allow external stressors to control our emotions and reactions and that feeling of Inner Peace disappears. This book provides simple tools and techniques to allow us to maintain or regain that feeling of Inner Peace when external pressures threaten to overwhelm us.

In this book, activities and various learning experiences are built intentionally and constructively around the five Human Values of Truth, Right Conduct, Peace, Love, and Nonviolence which affects the holistic development of the entire person through the program's teaching methods.

The greatest gift we can give to our children is the secret to Inner Peace.¹



Introduction



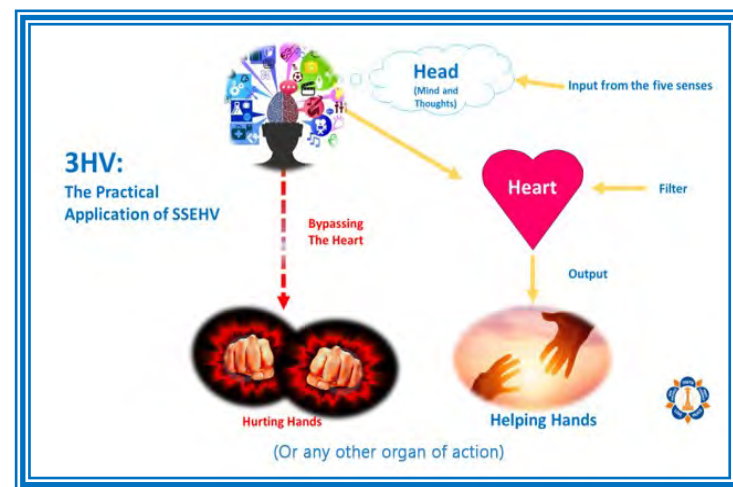
A peaceful temperament requires a well-balanced character. The Sathya Sai Education in Human Values (SSEHV) Program is a Human Values-centered approach to the development of that character.

Sathya Sai Education in Human Values (SSEHV) places the qualities of Truth, Right Conduct, Peace, Love, and Nonviolence at the center of its syllabus. It is designed to draw out, accentuate, and nurture positive qualities and capabilities.

It is based on the philosophy of “Educare”—drawing out that which is already within. Named after its founder, Sathya Sai, it is currently in use in over 100 countries throughout the world and has received international awards for its efficacy and holistic effectiveness.

This character-development program is flexible and readily adaptable to all cultures and conditions. It refers to our inner conscience and the latent Values that lie within the hearts of all people and are part of the basic human condition. Every human on this Earth has these Human Values and their qualities inside us. Like the acorn that grows into a huge oak tree that provides shade for all, we have the potential to blossom. We can also use the analogy of a rosebud—no one can force it to open, it has to go through the process of opening at its own pace. We all have the seed of Peace contained within us. If we allow it to grow and ripen, the outcome is peaceful co-existence with all of life.

The essence of SSEHV focuses on the Head, Heart, and Hands. This is best described as the conscientious and deliberate harmony between head, heart, and hands (or our thoughts, words, and actions). What the head thinks should be assessed and evaluated by the heart. If the heart—the seat



Institute of Sathya Sai Education - USA

of human conscience where the human values resides—“gives” approval, then the hands (or any other organ of action, such as the mouth) can carry out the action.

This process inevitably generates inner harmony, which leads to greater self-confidence, self-acceptance, and self-discipline. These are the prerequisites to all forms of positive behavior.

Many definitions are given for Peace. Many people may think of Peace as the absence of violence. The perception may be that Peace is limited to world Peace/preventing wars and most may not be aware that there is much more to it than this. However, according to the SSEHV program, Peace, like the other innate Human Values, is inherent within all of us. However, it is only when we manifest this innate Value that we will get the sense of Inner Peace. When we feel Peace within, we are able to radiate it to our immediate community. When there is Peace between people, World Peace can eventually result.

The following words from Sathya Sai illustrate why it is so important to develop Peace in the individual first and foremost:

The search for Peace in the external material world is the cause of all the unrest in the world. Peace has to be established first within one's self. Then it can be extended to the family. From the family, it can spread to the community, the nation and the world. What is happening today is the reverse of this process. Conflict and disorder are spreading from the individual to the family and right up to the nation. You must become messengers of Peace. You have to begin with yourselves.



We have all probably known people who have such peaceful and contented natures that their demeanors become infectious to all in their orbit. They are like big oak trees that provide cooling shade to all who seek shelter. These people seem to be able to radiate this sense of Peace even when they are facing challenges. In their presence we can feel more contented, less affected by sorrow and pleasure, less likely to be agitated by any situation, and more easily able to find solutions and deal with challenges than we would be in a state of agitation.

Perhaps this is a family member or close friend in whose company we feel contentment and Peace. An example is the skipper of a yacht who remains calm and quiet in a potentially dangerous situation and, in doing so, inspires his crew to stop panicking and react from a position of calmness as well. His peaceful quality allows his crew to bring their negative physical, verbal, and mental tendencies under control.

In this book, we are suggesting that any of us can become such people, and hence be a pleasure to be around, if we are able to radiate from our own state of Inner Peace. If we can train the mind to

¹Lorraine Burrows, *Discovering the Heart of Teaching* (Thailand: International Institute of Sathya Sai Education, 1977), 30

dwell on peaceful thoughts that are centered on contentment, we will be able to experience joy and infect others with it.

The Role of Peace Within the Five Human Values

As stated above, Peace is one of the five Human Values. These Values and their qualities form the basis of all the major world's cultures and spiritual practices. Manifestation of these Values is what defines us as humans. They are interrelated and interdependent, and it is not possible to say where the practice of one begins and the other ends. However, the practice of all these Values leads to Peace, and that is why this book is focused on Peace—what it is, how it can be manifested and experienced, and ultimately how this practice can be shared with others.



As the previous quotation suggests, the first step to establishing Peace is to establish it from within ourselves. This can be done initially by learning how to face, reduce and eliminate emotions that can cause us to lose our sense of Peace; for example, learning how not to give way to anger, greed, or jealousy, or how not to become upset if external circumstances do not go our way. This can be achieved by developing qualities that include calmness, concentration, contentment, equanimity, optimism, self-acceptance, self-discipline, and self-esteem. For school-aged students, developing Inner Peace can mean the following:

1. Developing the feeling that even when things are not going well for us on the outside (for example, for children this can be friends not playing with them, parents not buying them something they want; for adults it can be a work-related or financial crisis), we can feel stronger and more peaceful on the inside and, while we can't change the circumstances, we may be better able to cope with the challenges.
2. Keeping a feeling of calmness on the inside even if there is turmoil on the outside.
3. Not getting angry and developing strategies for getting rid of angry feelings (or other unwanted feelings like jealousy) before they harm us or others.
4. Understanding the things that really give us inner contentment or happiness (for example, through responding to questions such as: How do we feel when we are given something we have wanted for a long time? How long does the happiness last? How do we feel when we help somebody who needs our help? How long does that happiness last?)
5. Having a peaceful, forgiving nature that remains undisturbed under all circumstances, and always trying to give good to others with no expectation of receiving anything in return
6. Being able to accept failing at something or making a mistake as a way to learn from the experience and become a better person because of what has been learned.

Purpose of This Book

The greatest wisdom is in simplicity. Love, respect, tolerance, sharing, gratitude, forgiveness. It's not complex or elaborate. The real knowledge is free. It's encoded in your DNA. All you need is within you. Great teachers have said that from the beginning. Find your heart, and you will find your way.

Carlos Barrios



The purpose of this book is to introduce simple but effective methods and ways to manifest Peace within ourselves and in the classroom. Unless we experience Peace within, the joys of a peaceful life will be out of reach. Life without Peace can be described as walking a path of thorns; life where Peace is discovered within is much more personally rewarding and the teaching experience more fruitful.

The Need for Peace Education is Now

Recent research^{2,3} by neuroscientists has shown that our psychological frame of mind influences how our brain perceives situations and chooses to react. Even as this frame of mind is a function of physical nourishment, care, and exercise, it is also impacted dramatically by its environmental surroundings and the kinds of stimulation they provide. As much as this is true for adults, in a child, the environment not only influences overall brain development, it also affects how the intricate circuitry of the human brain becomes "hard wired," thereby becoming part of the fabric of the child's future responses and reactions.

Nearly two-thirds of decisions are made by a brain on auto-pilot, outside of awareness, which is why anger begets more anger and negative thought cycles perpetuate themselves. An aware mind is one that is calm and able to stop an automatic response before it becomes an action. Think of a young child who has just been pushed by another child while standing in line in school. A normal automatic response is to push back or to ask the child who pushed with anger and annoyance, "Why did you push me?" A peaceful and fully aware response may ask the same question behaviorally, but it would do so without making any negative associations with either the stimulus (the push and the child who pushed) or response (questioning why there was a push). In fact, such a child is likely to realize that the pushing is because there is not sufficient space at the front of the line and just simply move back nullifying the stimulus and any potential for a negative impact.

A mind at Peace is calm and aware, able to take in all the information in the situation or stimulus and respond with knowledge and understanding. Rather than responding automatically to a push, such a mind is able to interrupt and replace the automatic response with a more conscious and appropriate one. The practice and attainment of Peace within makes one calmer, more compassionate, capable of empathy, and less subject to anger. Thus, Peace education is essential if we are to raise children who, as the leaders of tomorrow, require the ability to respond to deep issues of social inequality and justice from a place of values (Peace, Love, Truth, Right Conduct, and Nonviolence).

²Gerd Gigerenzer and Wolfgang Gaissmaier, Heuristic Decision Making in Annual Review of Psychology, vol. 62, available at SSRN: <https://ssrn.com/abstract=1722019> or <http://dx.doi.org/10.1146/annurev-psych-120709-145346> (January 2011), 451-482.

³Daniel Kahneman, Thinking, fast and slow (New York: Farrar, Straus and Giroux), 2011

Peace education will provide future generations with the tools that not only broaden mindsets and allow for multiple points of view, but also take advantage of brain plasticity to create the kind of brain wiring that makes Peace for all an achievable goal. As the use of tools and techniques described in this book become part of daily practice, they begin to change how neurons connect within the brain, allowing for the kinds of connections that enable positive responses even when faced with a negative situation or stimulus. The practice of techniques that facilitate Peace within has the capacity to transform lives, starting with the small daily interactions and routines and making them more peaceful. As we learn to respond from a place of Inner Peace, our auto-pilot responses change from being those based in anger and aggression to those that emerge from the deep meaningful basis of Peace. Peaceful societies emerge from individuals who are at Peace, and personal transformation is the essential cornerstone of the lofty yet achievable goal of Inner Peace for all.^{4,5}

The Importance of Teachers' Own Inner Peace

What the teacher is, is more important than what he teaches..

Soren Kierkegaard

You have it in your power to make your days on Earth a path of flowers, instead of a path of thorns.

Sathya Sai



Inner Peace calms our minds and allows us to see our path clearly; the path of thorns transforms into a path of flowers and becomes a journey to celebrate. Teaching students the techniques to uncover Inner Peace within their lives becomes a path more akin to one of flowers and not of thorns.

Teaching has the capacity to be a joyful, fulfilling profession, but unfortunately these days too many teachers are finding it to be a path of thorns because of the many pressures they face. Teachers who are exhausted and suffering from stress cannot be happy or fulfilled, and have little to give to themselves, students, colleagues or anyone else. Developing your own Inner Peace is a way to start getting out of the thorns and onto the path of flowers.

Veronica is a very good, committed teacher who has a wonderful rapport with her class. Her smiling face, her calm, unruffled manner, and the way she projects patience and Peace to her class are impressive. An observer commented to her about how peaceful she appeared to be. She rolled her eyes as she replied, "I have to be like this because if I am not the pupils will complain to their parents and then the parents will also complain." When probed further, she admitted that there is

⁴Gerd Gigerenzer and Wolfgang Gaissmaier, Heuristic Decision Making in Annual Review of Psychology, vol. 62, available at SSRN: <https://ssrn.com/abstract=1722019> or <http://dx.doi.org/10.1146/annurev-psych-120709-145346> (January 2011), 451-482.

⁵Daniel Kahneman, Thinking, fast and slow (New York: Farrar, Straus and Giroux), 2011

*often a mismatch between the calmness she is expected to show on the outside and the stress and pressure she feels on the inside. This is not a recipe for continued good health for her!*⁶

Most teachers can relate to this situation. With the constant pressures from students, parents, colleagues, school administrators, policy makers and even themselves, combined with rainy or windy days when students are often more restless than usual, it is natural to have times when we are feeling stressed, anxious, or angry. Have you ever noticed that these are often the days when students are particularly restless and uncooperative, as if they are picking up our feelings, and it becomes more and more difficult to bring out the best in them or in ourselves? On the other hand, just as students sense our stress, they can also sense our peaceful feelings. Children are very intuitive. A teacher who is exhibiting a particular behavior but feeling something different on the inside is giving mixed messages to them. Therefore, if the teacher has harmony between thoughts, words, and actions, then the children will sense this and most times respond accordingly.

Establishing Peace within ourselves is nothing new to teachers; as explained above, this quality is already within every one of us. However, the ability to pause at the right moment, take a deep breath, and call on that Inner Peace takes practice until bringing it forth permeates our way of thinking, speaking, and acting. This brings a freshness but also an authenticity to who we are. Consider the teacher who is willing to say, "Today has been very challenging and there have been so many things going on. Let's just take a little brain break for two or three minutes to sit in silence and re-balance. Let's all sit for a minute and listen to our heartbeats." In this case the teacher is taking time to re-establish her own sense of Inner Peace and modelling this to the students.



Thus, the premise is that—given the appropriate tools—as teachers we can facilitate the unfolding of what is already within us, and also within each of our students, to unlock the solutions we already have, and our innate abilities and skills to confront the challenges that interfere with internal Peace. We can start by inculcating our own sense of Inner Peace, which then naturally flows into the work with students. Once the practice of tapping into internal Peace is automatic, we will be better able to deal with students and situations that challenge this Peace. Ultimately, we can share our awareness and these techniques with the students to help them manifest their own internal Peace. A peaceful teacher can therefore, by role modeling Peace, proactively managing stresses, and keeping negative reactions like anger at bay, create a peaceful classroom, in which discipline and other problems are less likely to arise.

⁶Margaret Taplin, *Teacher Survival: A Practical Human Values Approach to Professional Fulfilment and Happiness*. (Hong Kong: Institute of Sathya Sai Education, 2008), vii.

The following excerpts are from teachers who have tried various strategies to bring out their own sense of Inner Peace, either before going into the classroom or for a few moments during a lesson. Research with these teachers has suggested that this practice has affected the classroom environment in two ways. First, the teachers have felt calmer and more in control, hence better able to cope with problems and challenges that inevitably arise. Second, the effect on their students and the whole classroom environment has meant that fewer problems actually arise.⁷



The first examples describe how teachers' lives become easier if they first take steps to establish their own Peace of mind:

"I use the Value of Peace to control my temper. I have many naughty children, so it is easy for me to feel angry—when thinking about the Value of Peace it can help me to stop."

"Before, it took too much time to deal with problems—now I feel I am more tolerant—emotionally better, more communicative with children, positive changes in the children have made me happier, and this has had positive effects on my health."

"I did not very clearly understand Peace. Now I think Peace is my heart's Peace, not the outward Peace."

"Silent sitting⁸ is very important for me—I can make myself be quiet and find my Inner Peace."

"In one year [of doing SSEHV activities] I have become more loving and more peaceful. When I meet some difficulties, I will do silent sitting and I will feel I am more peaceful and calm down to think how to solve it and make things better."

This does not necessarily mean that they no longer became angry, but rather that they felt they were equipped with the skills to manage it better:

"Maybe when something happens, I will be angry, but I will calm down and not lose my temper."

The next examples illustrate how teachers' efforts to promote Peace in the immediate community (the classroom, the family, or with colleagues) can help either to reduce problems or change the

way they look at them. Others indicate the positive effects on colleagues and family members if the individual cultivates Inner Peace:

"Be more peaceful with your family. Your attitude towards your children will change and you will get along better with your family."

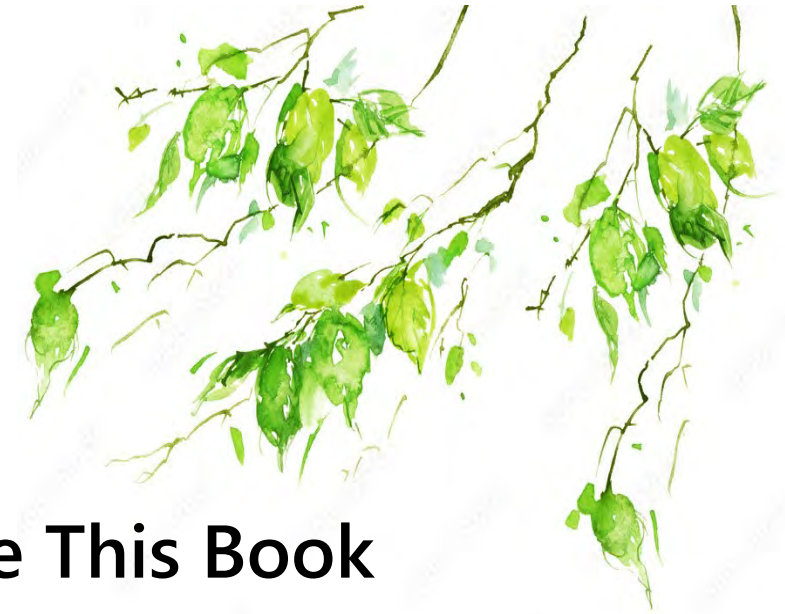
"In the year of the research my impetuous heart has gradually become tranquil. Even if my husband does not come home for his meal, I am tranquil. I will watch television, prepare a lesson, perhaps practice writing some calligraphy. I no longer get into a rage or slam down the telephone, but look at it from his point of view, understand, and forgive him. "

A teacher can contribute significantly to a quality classroom environment and hence model appropriate values to pupils by finding ways to be able to feel a constant state of Peace within, as we will be less likely to feel angry, disappointed, let down, or bothered by teaching-related stresses. In a situation where the pupil is in a state of turmoil, just by simply maintaining our own center of balance, we can create feelings and even an environment of Peace. This feeling of Inner Peace will be reflected in our words and actions, creating a peaceful, safe environment, permitting our students to adjust their actions and become calmer and more peaceful. When there is an environment of Peace all actions and reactions will contribute to a positive outcome. A peaceful teacher can create a peaceful classroom, in which discipline and other problems are less likely to arise and, when these problems inevitably do arise, a peaceful teacher is able to cope with them much more easily.



⁷Margaret Taplin and Li Lingli, "Teachers' perceptions of silent sitting as a buffer to their problems," in *A Human Values Pathway for Teachers*, ed. Suma Parakakaran (Singapore: Springer, 2021), 133-158.

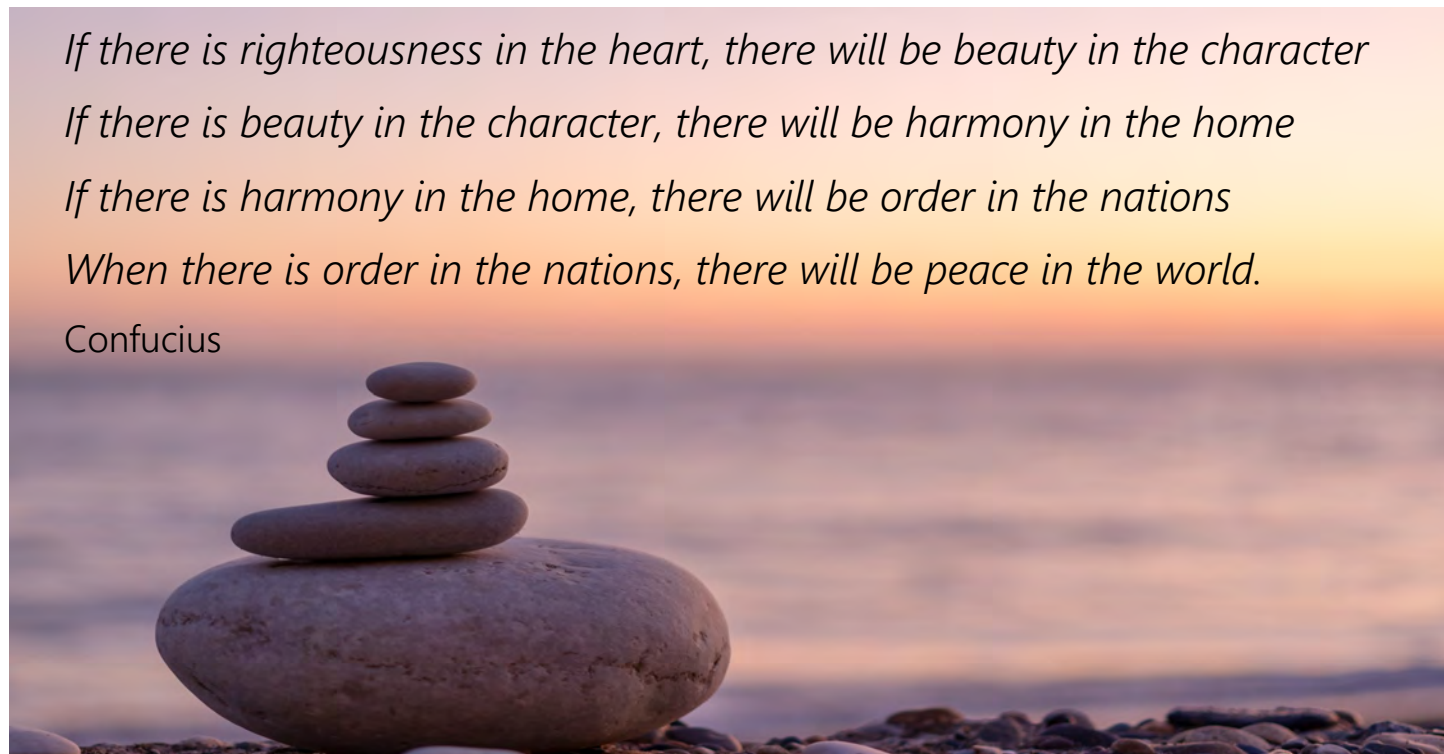
⁸The concept of silent sitting will be explained in Section 2, Part 2 .



How To Use This Book

*If there is righteousness in the heart, there will be beauty in the character
If there is beauty in the character, there will be harmony in the home
If there is harmony in the home, there will be order in the nations
When there is order in the nations, there will be peace in the world.*

Confucius



This book offers some strategies for Peace education in the regular classroom. It is consistent with the above-described philosophies of SSEHV, that Peace begins with the individual and from there can spread to the immediate community and, if enough people are able to live in a space of Inner Peace, to the wider community, and even ultimately to the world.

The book is divided into nine sections. The activities in Sections 3, 4, and 5 are presented in three categories: Activities to promote Inner Peace, activities to promote Peace in the family/school/ community, and activities to promote World Peace.

- **Section 1** describes five disciplines for establishing Peace within ourselves.
- **Section 2** describes several teaching tools that are used typically in SSEHV and that can be utilized for Peace education: mind maps; silent sitting and creative visualization; quotations; music and songs; roleplay; ceiling on desires; and **W.A.T.C.H.** Through all of these, we offer suggestions for reflective questioning as it is important to encourage students to think about the activities in relation to themselves and their own lives.
- **Section 3** includes a range of activities that have been used successfully by classroom teachers to promote conflict resolution and behavior management through Peace education. This begins by suggesting the importance of the teacher being able to handle conflicts from a position of Inner Peace rather than from impatience or anger. It then continues with descriptions of the Peace Table, Peace Train, Peace Bus, Peace Wall, class meetings, and the use of roleplay specifically for this purpose.
- **Section 4** suggests some Peace-related activities that can be integrated into a range of curriculum areas: literature, debating, writing, art, music and singing, mathematics, physics, and biology. These are intended as examples that, we hope, will stimulate teachers to develop further ideas of their own.
- **Section 5** shares some other well-tested activities that are not necessarily subject-related but that can have a place in the classroom or that can be used in extra-curricular activities to promote a whole-school culture of Peace education. The activities concerned with developing Inner Peace are categorized as sense control, managing anger, coping with stress, creating optimism, turning negatives into positives, and through silent sitting and breathing exercises. The examples for promoting Peace in the family/school/ community are concerned with two aspects, developing tolerance and communicating peacefully with others. Those for promoting World Peace focus on conflict resolution.
- **Section 6**—Parting Thoughts—provides suggestions for extending the practice of Peace beyond the classroom, and summarizes our experiences with this practice.
- **Section 7** provides links to organizations that focus on Peace and links to Peace-related activities.
- **Section 8** presents a collection of views expressed by students and adolescents from around the world who have experienced Peace education through SSEHV. They share their understandings of what Inner Peace, Community Peace and World Peace mean to them.



- **Section 9** presents pictures and writings by 11th grade students from the Sathya Sai School of Thailand, Lopburi, Thailand on the theme "Let Peace Begin with Me".

There are many aspects of Peace, such as happiness, calmness, self-control, and tolerance. The activities and techniques described in this book can empower teachers and students to manifest those aspects that are most relevant to the classroom:

- **Acceptance:** acceptance and appreciation of our own and others' uniqueness, to treat others with respect and courtesy even if their opinions, habits, and customs differ from ours
- **Calmness:** not getting ruffled especially in a difficult situation, not over-reacting; ability to be quiet and free from disturbance; steadiness of mind under stress; reduction of emotional agitation
- **Concentration:** staying on task, being in the present moment, not getting distracted, giving undivided attention to an activity, ability to focus
- **Contentment:** being happy and satisfied with where we are right now, while striving to become the best we can
- **Equanimity/Emotional self-management:** mental calmness, composure, and evenness of mind, especially in difficult situations; choosing to respond appropriately to a situation (e.g., dealing with teasing, bullying, feeling angry, dealing with mistakes/with not winning, with feeling sad about something, nervousness, being left out; also dealing with "positive" feelings like excitement)
- **Patience:** taking our turn, listening, giving ourselves and others time, staying calm in the face of delay; the will or ability to wait or endure without complaint especially in difficult circumstances
- **Positivity/optimism:** looking for the bright side of situations, expecting positive outcomes, not being disappointed if the expected outcome doesn't occur, positive body language, smiling
- **Self-control:** showing restraint; power to guide and manage one's self; disciplining one's thoughts, words, and actions according to what is right and appropriate for the situation
- **Self-esteem:** overall sense of self-worth or personal value; confidence and satisfaction in oneself

We hope that the journey through this book will allow us all to experience Peace for ourselves, remembering that "*as we let our light shine, we consciously give other people permission to do the same.*"—Marianne Williamson

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

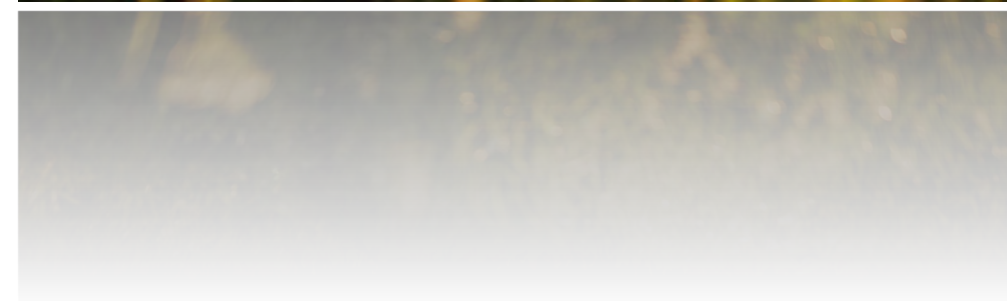
Sathya Sai



SECTION 1: Mastering the Discipline of Peace Within

True and lasting Inner Peace can never be found in external things. It can only be found within in. And then once we find and nurture it with ourselves, it radiates outward.

Buddha



Mastering the Discipline of Peace Within

First and foremost one must strive to develop peace within oneself. Then one must try to develop peace in the family. One must spread it from the family to the community and then extend it to the state and then spread it across the nation. Therefore, for peace in the nation, there must be peace in the individual..

Sathya Sai

As explained in the Introduction and as the quotation above reiterates, the first step to establishing Peace is to establish it from within ourselves.

Peace within ourselves is achievable. It frees the mind of all negative instincts that have become habitual responses to stressful situations, responses that often contribute to feelings of conflict.

To satisfy our yearning to achieve Peace we can follow the four simple disciplines below that can be practiced and mastered over time. This is where the concept of *Head, Heart, and Hands* plays a critical role. Rather than reacting to situations we face in the home and the classroom, we learn to respond to the situations. How? By taking our thoughts into the cradle of our heart, allowing the heart's attributes of Peace to permeate the thoughts before responding with any actions and words. Over a period of time, the practice become easier and quicker. This concept should be integrated into the steps below where applicable:

- **Silence**, the first discipline, is valuable. In a space of silence, we can listen to our own deeper wisdom and find solutions to our problems. Silent sitting (see Section 2, Part 2) is a tool that can help us to experience the Peace in silence.
- **Affirmations** are the second discipline. They help to reverse harmful thought patterns. Repetition of positive affirmations help us to manifest the Peace that is inherent within us.
- **Great acts of Peace** withstand the passage and tests of time; they are observed by all humans. Similarly, following the life and example of one who has done this is the third discipline, as this will allow us to achieve success through following their example. For example, punk rocker Ivan Suvanjiieff and his wife, economist Dawn Engle, founded PeaceJam to help Nobel Peace Prize laureates share their stories with youths around the world. Ivan hoped he could help change the



feeling among some youths of being helpless and hopeless into a sense of empowerment if they were exposed to living examples of how anyone could work for Peace and make a difference.⁹

- The fourth discipline is learning to **control the temper of the mind**. We must bring certain physical, verbal, and mental tendencies under control. The person who is striving to reach the stage of being unaffected by feelings of anger, greed, envy, etc. would work to develop a good-natured, calm, unruffled character.

Peace Starts With You: Teachers Cultivating Inner Peace

It was established previously that a peaceful teacher is able to cope better with challenges and can create a peaceful classroom. The following comment illustrates this:

"The children in my Grades 1 and 2 classes like to do silent sitting at the beginning of the lesson—this can settle them and also can give me the strength to calm down and be peaceful, so I will not be influenced by the children's behavior."¹⁰

This section looks at the four disciplines for establishing Inner Peace outlined above, and gives some examples of practical tools that can be used for ourselves whenever we feel our own sense of Peace is becoming disturbed.¹¹ These activities can be taken as small steps that can be done at the beginning of the day or for a minute or two when the need arises during the day. You may be interested in *Teacher Survival: A Practical Human Values Approach to Professional Fulfilment and Happiness*, which can be downloaded for free from <https://www.issea.org.au/>.

1. Valuing Silence and Using Silent Sitting for Teacher's Inner Peace

"Every day, early in the morning, I close my eyes and breathe deeply three times and fully concentrate on the day's work... Then the day's work goes smoothly—everything is under control, and I feel full of joy"¹²



⁹From https://myhero.com/PeaceJam_CSM. Link from <https://myhero.com/peacemaker>, which lists peacemakers from all walks of life.

¹⁰Margaret Taplin and Li Lingli, "Teachers' perceptions of silent sitting as a buffer to their problems," in *A Human Values Pathway for Teachers*, ed. Suma Parakakaran (Singapore: Springer, 2021), 137.

¹¹The teachers' comments about their own experiences, in italics, are taken from Margaret Taplin and Li Lingli, "Teachers' perceptions of silent sitting as a buffer to their problems," in *A Human Values Pathway for Teachers*, ed. Suma Parakakaran (Singapore: Springer, 2021) 133-158.

¹²*Ibid.* 137

Many teachers report that they have found silent sitting or focusing on their breathing to be effective ways to promote their own Inner Peace.

"I changed my approach to [a child with consistently problematic behavior]. When he makes a similar mistake, I am still very indignant but I breathe deeply several times, let myself become tranquil, try to understand patiently, and inquire why he wants to do this. I tell him how his behavior can have an effect on his classmates and ask him to think about how he would feel if others did this to him. After many attempts, with this patience and the use of vigorous praise for his small progress, he has made a lot of progress in many aspects."¹³

"Using silent sitting in teaching and life makes my job easier, and makes my life more peaceful and improves the relationships around me."¹⁴

Using silent sitting to visualize a peaceful environment can help to actually create it.

"Silent sitting has a great impact – I will not close my eyes – no speaking...just keep to myself for one minute – in the class or sometimes out of it, mostly once a day, depending on the situation."

"Before the experiment I had a very serious problem of easily getting panicky, worried, irritated. When I got to know Educare [SSEHV], great changes took place in my mind. It has been like a light guiding me out of the darkness. Every day early in the morning I close my eyes and breathe deeply three times and fully concentrate on today's work. Later I imagine my students sitting in the classroom and I put my focus on each student's face, imagining each of them as a beautiful flower or something beautiful. Then I have a sense of love from my heart. I feel full of strength and energy all over. Then the day's work goes smoothly – everything is under control and I feel full of joy. Gradually I have conquered my panicky problem."¹⁵

The following scripts can be used by teachers to promote their own sense of Inner Peace.¹⁶ You may wish to make an audio-recording that you can listen to, or do this activity before school with a group of colleagues, taking turns to lead the session. After trying these examples, you might also like to take turns to make up your own scripts.

Opening the heart connection

As usual, take some deep, slow breaths and feel yourself relaxing. Imagine you are looking at your own heart. What does it look like? What color/colors is it? How big is it? Is it plump and happy looking, or is a part of it shriveled up or wrinkled? What

¹³Margaret Taplin and Li Lingli, "Teachers' perceptions of silent sitting as a buffer to their problems," in *A Human Values Pathway for Teachers*, ed. Suma Parakakaran (Singapore: Springer, 2021), 137.

¹⁴*Ibid.* 140.

¹⁵Margaret Taplin, unpublished communication.

¹⁶Scripts extracted from Margaret Taplin, *Silent Sitting: A Resource Manual* (Hong Kong: Institute of Sathya Sai Education of Hong Kong, 2010)

kinds of feelings come up in it when you think about your friends, your classmates and schoolmates, your family and relatives, and people who you don't know?

Now, think about using your heart for its main purpose, which is to pump out Love, first into your own body and then to other people. Imagine your heart filling up with loving thoughts and feelings, until it is plump, brightly colored and full. Watch as it starts to overflow so that the feelings and thoughts of Love start to flow over into your veins and arteries until it is flowing freely through your whole body. After that, allow it to flow from your heart towards the other people in the room. Try to keep the habit of doing this all through the day."¹⁷



Courage in the face of a challenge

With your eyes closed, imagine a tiny ant at the foot of a large rock that looks like a towering mountain. The ant needs to find a way to cross to the other side of this mountain, but it seems to be too big and the task seems to be hopeless. It takes in a big, long, deep breath full of courage and as it breathes out, it lets go of all the

doubts and anxieties that are the obstacles getting in its way. Imagine the ant, filled with courage, taking the first step forward. Watch the ant as it continues its journey up the mountain. Sometimes the path is rough or slippery and it stumbles or falls, but when this happens it picks itself up and finds a better path. It doesn't give up. Every time it has a setback or seems to have failed, it gets up again. If the path it is on looks hopeless, it thinks about what went wrong and changes the plan. With every mistake or setback, it gets a little bit braver and a little bit stronger. Step by step, meter by meter, the ant goes forward until at last it reaches its goal."¹⁸

Making a difference with difficult students (or colleagues)

It can be helpful to get into the habit of doing this visualization every morning before school, and at least once during the day to retain the momentum that it generates. It only needs to take a few minutes.

Close your eyes, and take 3 slow, deep breaths. On each outward breath feel yourself relaxing more and more. Take your attention to the classroom(s) you will be working in

¹⁷Margaret Taplin, *Silent Sitting: A Resource Manual* (Hong Kong: Institute of Sathya Sai Education of Hong Kong, 2010), 45

¹⁸Margaret Taplin, *Silent Sitting: A Resource Manual* (Hong Kong: Institute of Sathya Sai Education of Hong Kong, 2010), 45

today. If there is more than one, mentally go to each in turn. Imagine that you are painting the whole classroom with something that symbolizes Peace. It might be a peaceful scene from nature, or it might simply be a peaceful color, such as pink. Quickly but thoroughly mentally paint each room in the way that you think is best.

Next, take your attention to the pupils. Imagine your pupils sitting in the classroom/s. Focus your attention for a moment on their faces—in a split second, allow yourself to see each one as a separate and beautiful individual. Now take your attention to focus on the feeling of pure unconditional love—that is the feeling of giving without expectation to receive. You might symbolize this by a color, by a flower, or simply by allowing yourself to feel the sensation. Or you might have another method of your own. Allow this symbol to build up, stronger and stronger, then allow it to burst so that it showers the whole room and every individual in it. See everyone surrounded by this sense of unconditional well-being, and see yourself as being the source of it throughout the whole day.

When you are ready, bring your awareness back to where you are now, open your eyes and go on in confidence that you have created the right energy patterns for a successful day for yourself and all of your pupils.¹⁹

2. Affirmations

Positive affirmations are brief phrases, in the present tense, repeated frequently, which are designed to encourage positive feelings, thoughts, and attitudes, overcome negative thoughts, and motivate ourselves. As inherently positive statements, affirmations are designed to encourage an optimistic mindset. When we are able to deal with negative messages and replace them with positive statements, we can construct more adaptive, hopeful narratives about who we are and what we can accomplish.

Place these affirmations where you will be exposed to them often—on your bathroom mirror, office door, refrigerator, in a prominent place where you will see them every time you go out. The more your subconscious hears/sees the message, the more it will believe it.



Some examples of affirmations are:

"I choose to be happy and peaceful."

"I accept and love myself, thoroughly and completely."

"I refuse to let problems or frustrations interfere with my success, health and happiness."

"I make people shine."

"I don't have to be perfect. I'm not perfect, but parts of me are excellent."²⁰



3. Great Acts of Peace

Positive role models influence our actions by providing a standard for which to strive. They can motivate us to uncover our true potentials and influence our outlook towards life. Learning about the giants that have worked to bring about Peace both internally and externally makes us realize that we are capable of achieving Peace within, and creating a peaceful environment.

An example of an activity that could be used for this is Paper Bag Puppets. Have students pick someone who worked to bring about Peace both internally and externally. This can be a famous person or somebody they know personally. They can make a paper bag "puppet" of that person—in addition to eyes, hair, etc.,

they can add features that depict what the person did. On the paper bag person, students then write three traits that contributed to their admiration of this person's character. The puppets can be displayed in the classroom and used as a basis for discussion. For example, students can interview the puppets about their character traits, with those who made the puppets responding.

4. Controlling the Temper of the Mind

"As the teacher, I can also sometimes have mood changes and lose my temper. Sometimes I can say things that can injure a child like an arrow. But since participating in the [Peace project], whenever I want to have a fit of temper, I can look for a place—either go outside the classroom, breathe deeply, or imagine a golden-colored cloud—and this stabilizes my mood." (Teacher's comment)²⁰

- When we feel overwhelmed and unable to control the temper of our mind, the following exercises might allow us to recenter and focus on our Inner Peace:

¹⁹Margaret Taplin, *Silent Sitting: A Resource Manual* (Hong Kong: Institute of Sathya Sai Education of Hong Kong, 2010), 48

²⁰John Newman, *How to stay cool, calm & collected when the pressure's on*. (NY: Amacom, 1992).

- Think of and practice the concept of *Head, Heart and Hands*.
- Sometimes leaving the room and drinking a cool glass of water allows you to calm down and face the situation peacefully. If you are not able to leave the room, visualize drinking a glass of cool water.

- Visualize yourself surrounded by a bubble, large enough that you can move around comfortably. The bubble's surface protects you from negative words, actions or criticisms as these will bounce off the surface and not affect you. Stay in the bubble until you feel calm and Peaceful.

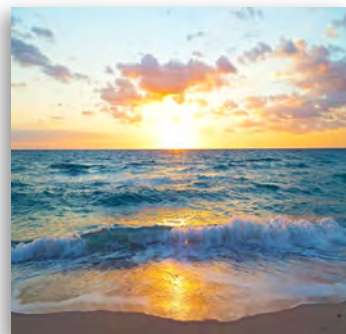


- Similar to the bubble, imagine a very thick, shatterproof glass screen between yourself and the person that is causing you discomfort. Their negative words or actions cannot penetrate the screen, but bounce off of it. Keep the screen between the two of you until you feel calm and Peaceful.

- Another visualization involves visualizing a circle of gold light on the ground at arm's length all around you. As soon as you can clearly see the gold light, draw it up from the ground until it forms a cylinder all around you, from your feet to above your head, as high as you need it to feel comfortable and secure. Try to keep this circle of light surrounding you until you are able to not react to the negative words or actions of others.



- When you feel the need to relax and recenter, visualize yourself lying on a beach at the water's edge. Imagine a long, slow wave approaching you, gently washing over your body, stopping at your neck. As the wave recedes, consciously let go of all tension, allowing the wave to wash it out of you and away into the vast ocean to be dissipated.²¹



*If there is to be peace in the world
 There must be peace in the nations.
 If there is to be peace in the nations,
 There must be peace in the cities.
 If there is to be peace in the cities,
 There must be peace between neighbors
 If there is to be peace between neighbors
 There must be peace in the home.
 If there is to be peace in the home,
 There must be peace in the heart.*
 Lao Tse, Chinese Philosopher 6th century



²¹Visualizations from Phyllis Krystal, *Cutting the Ties That Bind* (Worcester, UK: Elements Books, 1990),



SECTION 2: Some SSEHV Tools

You find peace not by rearranging the circumstances of your life, but by realizing who you are at the deepest level.

Eckhart Tolle



Some SSEHV Tools

This section introduces some tools and strategies that are typically used in SSEHV as a means of eliciting the five Human Values of Truth, Right Conduct, Peace, Love, and Nonviolence. It is important to remember that the idea underpinning all of these strategies is to bring about the harmony of Head, Heart, and Hands, as described above. The descriptions here focus particularly on how the tools can be used to emphasize messages about Peace. However, it must be stressed that it is the



understanding and practice of all five values combined that contribute to the manifestation of Peace.

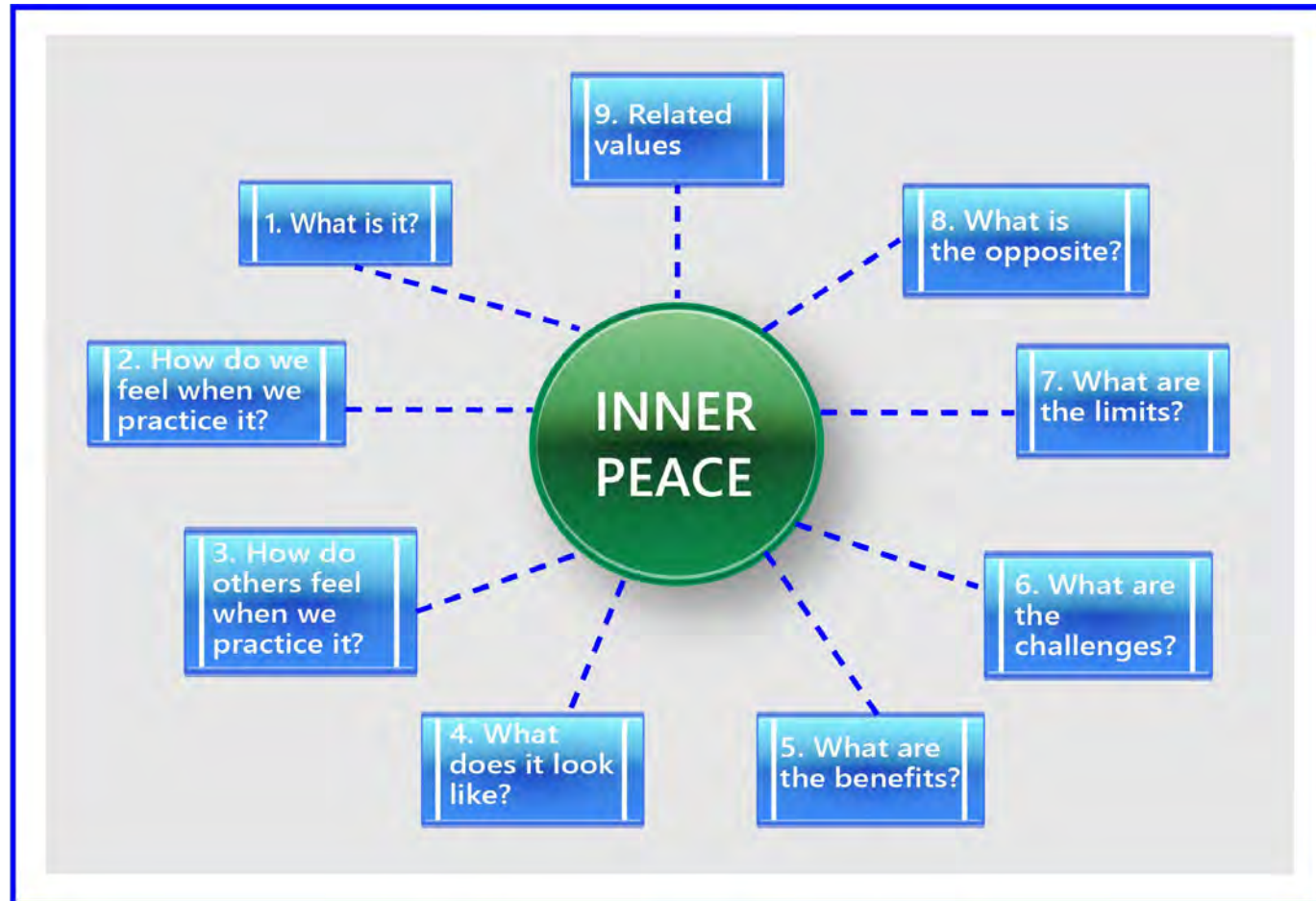
It is important to note that these tools can be used in a range of contexts, with children, adolescents, and adults, in the school, the workplace, the family, and the community.

1. Mind Maps

The use of mind maps was described by Buzan.²² Initially their use in SSEHV was intended as a tool for the teacher to establish a clear understanding of the value to be taught, using nine key questions as shown in the figure on the next page. The map serves a dual purpose as it can also be the focus of a brainstorming activity for teacher and students, to help the students to reflect on and understand the value in relation to their own lives. Their mind maps can be displayed permanently in the classroom.

The figure on the next page gives an example of a mind map template for Inner Peace. When students were invited to contribute their thoughts about Peace for this book, they were encouraged to develop three mind maps: one for Inner Peace, one for Peace with others (in the family, the school, and the community) and one for World Peace, to strengthen and consolidate their understanding. Some examples of these mind maps can be seen in Section 8 of this book ("How Youth from Around the World Feel About Peace").

²²T. Buzan, *The Mind Map Book: Unlock your creativity, boost your memory, change your life* (London, UK: BBC, 2009)



It is important to follow the mind mapping activity and discussion with a visualization that enables the students to experience choosing to be peaceful, the “feeling” of it, and reflecting on it in relation to their own lives and those of others around them. The following is an example of one such visualization related to Peace:

Resolving anger

Think of a time when you felt angry with someone.... Feel the anger.... Look carefully at what made you angry.... Is it because you wanted something and did not get it?... Is it because there was some injustice involved?...Imagine yourself telling the person gently that you felt angry and why....Or if you think it would be better, just walk away from the situation. Imagine yourself drinking a cool glass of water and the heat of anger leaving you....You feel calmer.... Sit for a moment and enjoy the feeling of calmness. ... Now think about the feelings of Peace and calmness you have created in the other people in your scene... You were able to resolve the situation without shouting, insulting or hitting the person. So, congratulate yourself on your self-control....Put the feeling of Peace and calmness in a safe place inside yourself, knowing that you can draw it out and use it at any time you need to.²⁴

²³Adapted from T. Buzan, *The Mind Map Book: Unlock your creativity, boost your memory, change your life* (London, UK: BBC, 2009)

²⁴Adapted from C. Alderman, *Sathya Sai Education in Human Values* (Middx., England: EHV Promotions Ltd., 1996), 155

Examples of reflective questions to ask after creating mind maps:

- What can we do to make ourselves peaceful on the inside?
- What does Inner Peace look like/feel like/sound like to you?
- How can you best help others and how does it make you feel peaceful?
- What can we do as an individual or as a group within our class, within our school, or within our families to help spread Peace?



2. Silent Sitting and Creative Visualization

Many studies (see, for example, <https://health.clevelandclinic.org/why-you-need-more-silence-in-your-life/>) have demonstrated the benefits of silent sitting including promoting inner calmness, a heightened ability to concentrate, physical relaxation, and mental alertness. Silent sitting can help develop the awareness that happiness, Peace, and Love come from within.

- Students need to have time to just sit and get into contact with their inner selves in order to have good concentration and maintain balanced physical, mental, emotional, and spiritual health. “Silent sitting” enables them to do this.
- Silent sitting can take many different forms, such as sitting still while listening to appropriate music, listening to science, repeating a particular word or phrase over and over, or guided visualization. We have included some examples in the Activities sections below and invite you to either use these directly or to make your own adaptations.
- In our experience silent sitting is the most effective strategy for equipping individuals with tools to understand their own inner feelings and to do something about it when they do not feel peaceful. It also teaches them to just sit and feel Peace and calmness, which many students don’t have the chance to experience these days.
- Some teachers use this technique to settle students down after active sessions or breaks, or even for individual students at particular times when they might have an outbreak of angry or unsettled behavior.
- Students can be taught gradually how to sit in silence, so do not feel discouraged if it takes some time. It is good to encourage them to reflect on their feelings to help them understand the impacts on themselves.
- It is generally best to encourage students to sit comfortably and with their spines straight. We recommend that they close their eyes as this closes out one of the five senses and thus helps them to focus on the task.

- We suggest spending approximately one minute at the beginning, gradually increasing the time as students get used to sitting quietly. Generally, it is a good idea to do this at least three times a week to start with, but the more often it is done the better the effects will be.
- Once students become familiar with the positive feelings associated with silent sitting, you could create a silent place where they can go of their own accord if/when they feel the need.
- The essence of silent sitting is simplicity and consistency.

Examples of reflective questions to ask after silent sitting:

- How do you feel when you do silent sitting?
- How has silent sitting made you feel different? (Describe 'before' and 'after'.)
- How do you feel when you are calm or at Peace?
- How can you use silent sitting in your daily life when you are not feeling peaceful?
- Describe a time when you have used this technique in your daily life. How did it help you? What were the consequences for you and others around you?

Suggestions for using silent sitting as a starting point for further activities:

- Silent sitting, especially with these reflective questions, can provide a wonderful stimulus for generating ideas for writing; e.g., students could describe their experiences, describe how the use of this tool has changed their lives for the better, or write their own visualizations about Peace.
- Students can be encouraged to share the experience of silent sitting with family members over a period of time and record the impact on Peace within the home.

3. Quotations

Quotations can be inspirational and focus the mind. Short quotes can be recalled easily when an appropriate situation presents itself and can be a powerful reminder to go within. They can be used to reinforce a lesson, story, or activity.

- Teachers may wish to choose any one of the quotations below as an inspiration. Alternatively, you may wish to find other quotations as starting points.
- Some teachers choose one quotation per week to be displayed in a prominent position in the classroom and discuss or refer to it whenever relevant (e.g., when a student is observed embodying the qualities described in the quotation, when a relevant incidental issue arises, or where the message can be reinforced through teaching content).



Examples of quotations:

- Peace begins with a smile. (Mother Teresa)
- Be kind whenever possible. It is always possible! (Author Unknown)
- Helping others gives us Peace. (Author Unknown)
- Peace starts in our own hearts. (Author Unknown)
- The more we think about others, the greater our happiness and Peace. (Author Unknown)
- We may look different on the outside, but inside we are all basically the same. (Author Unknown)
- We can derive all the joy and Peace that we need from within ourselves and not from sources outside ourselves. (Author Unknown)
- Peace has to be established first within one's self. Then it has to be extended to the family. From the family, it has to spread to the community, the country, and the world. (Author Unknown)
- You cannot shake hands with a clenched fist. (Mahatma Gandhi)
- An eye for an eye will only make the whole world blind. (Mahatma Gandhi)
- To become messengers of Peace you have to begin with yourselves. (Author Unknown)
- If you want to conquer the anxiety of life, live in the moment. (Amit Roy)
- Not being content with what we have and worrying about what we do not have affects our Peace of mind. (Author Unknown)

Examples of focus questions for discussion:

When using quotations, it is important to use those that are most relevant to the current situation or context of the class, and encourage reflection on what they mean in relation to oneself.

Reflective questions for discussing quotations:

- What does this quote mean to me? Has there been a time in my life when I have acted according to this or when these words have been helpful to me? What can I change or confirm about myself in relation to this quote?
- What can we do as (a) individuals and (b) as a class to bring about more Peace in (a) ourselves, (b) our classroom/school/workplace, (c) at home, and (d) in the community? Keep a diary to show what you have done over a period of time and the impacts. (For young students this could be a visual diary and/or an adult could scribe.)
- If somebody does something that I disagree with, what is a sensible and peaceful way of solving the disagreement so that everyone comes out as a winner?



4. Music/Songs

Uplifting music and songs with positive lyrics can touch the heart, create a joyful, uplifting environment, and cultivate unity. Songs can work as affirmations to be called upon when facing a challenge.

- ◆ Music has traditionally been used in many cultures as a way of promoting health and well-being. Research has shown how the vibrations of different kinds of music have different effects on the human body, mind, emotions, and spirit.
- ◆ Music is a way of bringing people together in harmony.
- ◆ Music and group singing is an important way of inculcating important human values into students' subconscious minds. Consequently, it is important for teachers to select songs that use meaningful lyrics that will uplift students or give them a framework for what to do in difficult times.

The list of appropriate music and songs is endless so we have mentioned only a few examples here:

- Give Peace a Chance (John Lennon)
- The Greatest Love of All (Whitney Houston)
- Peace Will Come (Melanie)
- Peace Train (Cat Stevens)
- All You Need is Love (The Beatles)
- The Power of Love (Celine Dion)
- Heal the World (Michael Jackson)

- Colors of the Wind (Judy Kuhn, from *Pocahontas*)
- Man in the Mirror (Michael Jackson)
- Calm Down (Second Steps)
- Light a Candle for Peace (Shelley Murley)

Suggestions for using songs and music as a starting point for further activities:

- Music and song are such powerful tools that we should be looking for innovative ways to use them across the curriculum, including as a stimulus for writing
- Compare the effects of peaceful (e.g., Mozart, instrumental music e.g., *Snowbird* by Kenny G, and non-peaceful (e.g., heavy metal and songs with negative lyrics) music on students' feelings of well-being and Inner Peace. A similar activity can be done with different types of movies, etc.
- Find 4 pieces of music that make you feel peaceful and report on the effects.
- Carry out a service activity to use music to create Inner Peace for somebody else (e.g., a group of elderly people in an aged-care facility) and report on the effects.
- Students could do a project on the relationship between sound vibrations' effects on Peace of mind or investigate the use of sound to bring Peace of mind. They can investigate traditions from various countries. Suitable examples include the use of humming bowls and of chimes, as used in many cultures. Various forms of music can be compared to show their effects on levels of Peace of mind. They could also compare the gentle music of classical composers, flute music from various cultures or the sounds of Nature (such as the ocean, raindrops, birds) with more atonal music.²⁵
- Students can write their own songs with a message around the Peace theme. This may be new lyrics for an existing tune, as in the following examples:

SILENT SITTING

(To the tune Frere Jacques)

- Silent sitting
- Silent sitting
- Peaceful time
- Peaceful time
- Relax and take a deep breath
- Make your body heavy
- Quiet place
- Peaceful space



²⁵From *Sathya Sai Education in Human Values UK Newsletter*, July 2002



OPTIMISM

(To the tune On Top of Old Smokey)

Verse 1

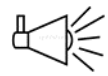
Think how you are special
Of people you love
Think how to help others
Think only of good

Chorus:

Choose to be happy
Choose every day
Think only good thoughts
That is the way

Verse 2

Think truth and think
Peace
Of all you can do
To make our world perfect
It's all up to you



Key points for discussion:

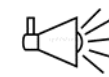
- There is a great need to be aware that some songs have musical sounds and lyrics that are negative and counterproductive to creating feelings of Peace and calmness.
- As students listen to these songs, their words, messages and vibrations go deeply into their consciousness, causing negative feelings. Some songs may have a good message but have many negative words which carry negative vibrations. Remind students that words that encourage negativity carry different vibrations than those of Peace and that singing such words influence our minds regardless of the message of the song. Music that encourages good qualities within a person should be encouraged.

- Bring in the lyrics to songs with negative words and/or negative connotations and songs with only uplifting, positive words and messages. Have the students do the following:
 - ◊ Read the words to each song and write down what they believe its message to be. Share with the class.
 - ◊ Next read the words again and become aware of how their body is feeling while reading the words. Remember these words are sung so their impact is even greater.
 - ◊ Think of other songs that are popular now. What are their words? Are these words they want to have registered in their brain? Explain.
- How do they feel when singing songs with good words and messages as compared to those with negative words?

5. Storytelling

A story is the only way to activate parts in the brain so that a listener turns the story into their own idea and experience.²⁶

- When we tell a story the listener's brain is activated in the same areas as the storyteller's.
- Positive, uplifting stories can introduce students to new ways of looking at situations and people, and inspire them to reflect on how they could react in a similar situation.
- Stories engage the heart and inspire the imagination. They can provide positive role models.
- Stories can come from a variety of sources including books, videos, newspapers, magazines, and personal experiences.



Key points for discussion:

Discussion questions after the story allow students to reflect on how they could respond in a similar situation (How do you think you would have felt in this situation? What are the benefits of acting in

²⁶Uri Hasson, (Princeton University Center for Mind/Brain Sciences and The University of Trento, Italy) [What Storytelling Does to Our Brains \(buffer.com\)](https://www.buffer.com/what-storytelling-does-to-our-brains)

this way? How might you live your life differently after reflecting on this story? How are you affected by acting this way? How do your actions affect others?).

6. Roleplay

Roleplay in its various forms is useful for exploring unfamiliar or difficult situations, sparking brainstorming sessions, creating opportunities to improve communication, and to see problems or situations from different perspectives and the points of view of all participants.²⁷ Different from following a script or acting out a skit, in roleplay students are given opportunities to feel how it is to be immersed in a particular scenario and to determine the directions the activity will take. The important processes of reflecting and decision-making, guided by a skilled facilitator, enables them to develop skills and understandings they can apply to their daily lives.



Roleplay also creates an opportunity for students to explore win-win situations. The essence of SSEHV is to create situations in which EVERYONE is a winner (I win/you win) rather than “I win/you lose” or “I lose/you win” situations. A situation of “I win, you win” is the essence of Peace.

The characteristics of a win-win situation are:

- fairness criteria based on an agreed upon definition. Fairness, particularly as it pertains to outcomes, can be based upon need, equality, or equity. Win-Win solutions require that everyone agrees to a definition of fairness that comes from a place of commonly-held values and is the basis of any evaluative criteria;
- everyone’s needs are met based on the agreed upon definition of fairness, with the focus being on needs as opposed to wants;
- there is no desire to win over another. Specifically, this means that participants have no desire to create or perpetuate a hierarchy that places one individual or group ahead of other(s) with the goal of winning over the other(s);
- the relationship is based on love/respect—and if that is not the starting point, certainly it is one of the goals of the process of creating a win-win solution;

- “I” messages are used (that is, you are talking about how you feel about the other person’s behavior—and you are criticizing the behavior, not the person). Criticism of a negative behavior is easier to resolve as the criticism is not personal and thus less hurtful.²⁸

Characteristics of roleplay

1. Roleplay begins with identifying a problem, issue or scenario (silent sitting can also be used to set the scene).
2. Students become immersed in the thoughts and feelings of their chosen character in order to view the situation from their character’s viewpoint. Allow time for students to get into the feelings and motivations of their characters (this can be built into the roleplay itself and, again, guided visualization can help them to step into the role).
3. Integrate activities that will enable the students to:
 - Have time to plan and talk about their strategies
 - Understand the underlying reasons
 - Listen to the needs and interests of parties on either side
 - Think about recommendations
4. The roleplay usually involves a convening of a meeting of all parties present, in which they discuss recommendations from their characters’ points of view.
5. Out of role—reflect on and discuss what was learned from the experience.
6. The teacher can participate in a role, as a catalyst, guide or facilitator.
7. It is better to have whole class participation rather than having some students sitting and watching. If necessary, different groups can be assigned different aspects of the task. There may be times during the roleplay when one or more groups are asked to show or describe what they have been doing or represent it as a tableau. This can either be facilitated by the teacher still “in -role,” or a pre-arranged signal can be used to step out-of-role for a short time.²⁹

An example of a roleplay activity

Topic: If we create Inner Peace in ourselves, it can lead to helping others create Peace within themselves.

(Suitable for adaption to all age groups, from primary school students to adults)

²⁸J.M. Brett, *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries*. (Germany: Wiley), 2007.

²⁹<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampleroleplay.aspx>

²⁷<https://www.mindtools.com/CommSkill/RolePlaying.htm>

Setting the context/defining the problem

The session could start with a story, a picture or a video-clip about a world without Peace....the students' challenge is to do something about it to reverse the situation.....

In small groups of 4-5, go around with each student saying a word, phrase, or sentence about the feeling the picture invokes; keep going until their ideas dry up. Record as they go. After finishing, the group selects the 5-6 they like the best and share with the class.

Entering the context and identifying in role with their chosen characters

The technique of guided visualization can be used to give students the time to enter into the context and their chosen roles, and to immerse themselves in the feelings of their characters. An example is as follows:³⁰

Close your eyes and imagine that you are in a spaceship, moving far, far away from the Earth. As you move away, you look back at the Earth from the window of your spaceship. You can see the problems that are happening due to a lack of Peace. As you watch, you can see clearly what people are doing. Watch them. Some are fighting and harming each other. Some are making themselves sick because of anger or anxiety. Look at the many ways they waste the chance for Peace, without even realizing it. As you watch, you can see what this bad treatment is doing to our Mother Earth and to the people on it. Concentrate for a moment on how it makes you feel.

Suddenly you feel a surge of great strength go through your body. You have become a superhero and you are the one who can save the Earth from the lack of Peace. Quickly you turn your spaceship and race back to Earth. Now, for a few moments just sit quietly and visualize what it is that you can do to make a difference and bring Peace to our Earth. Imagine what the world would look like if it was peaceful. What would the people be doing? What will the world sound like? How will it make you feel to be in a peaceful world? If we are going to be the heroes to bring Peace to the world, we need to find out more about who the heroes are and what they do. To understand more about what Peace looks, sounds and feels like, when you open your eyes, your group will be given 10 minutes to find some words about Peace.

After opening their eyes, students move quietly into small groups of four to five (or they could have been seated in these groups at the beginning of the class, to reduce the amount of movement).

Brainstorm or use a thesaurus to find Peace-related words/qualities. In groups pick 12 words and look at the effects they have (e.g., the kinds of sounds they invoke such as a gentle sigh., etc.) .

Some examples of words may be Balance, Calmness, Commitment, Discipline, Endurance, Faith, Happiness, Humility, Joy, Moderation, Patience, Purity, Serenity, Self-acceptance, Self-control, Selflessness, Service, Virtue, Silence, Compassion, Ceiling on Desires.

Each student chooses his/her favorite quality, writes it on a sticky label, and wears it.

Initiation into the character roles

Guided visualization can be very helpful to enable students to transition from themselves to their character roles.

Close your eyes again and think about the favorite Peace quality you have chosen. Picture the quality written in the air in front of your eyes. Imagine you trace your finger around it. How does it feel? Imagine it makes a sound. What does it sound like? Imagine the word filling your head, and then filling your heart. How does this word make you feel? Let the word get bigger and bigger, until your whole self is filled with the feeling that the word creates.... Now imagine that you have actually become this word. Imagine what you look like, how you move, how you would speak, what you would say to others....



When the students are brought out from this visualization, they take turns to introduce themselves to their group-mates and tell/show something about themselves. They need to walk and talk like their chosen qualities. For example, Silence would have to be quiet and communicate in other ways; Compassionate would have to act compassionately; Ceiling on Desires would need to think of the environment and conservation, etc. The teacher also needs to adopt a role, preferably one that enables him/her to move among the groups and ask questions, encourage discussion etc. For

example, the teacher could adopt the role of Happiness.

Together they then need to come up with a routine to bring about Peace. Maybe Calmness would play some calming music, Silence would start a silent sitting session, Determination would sing a song of encouragement, Ceiling on Desires would give up some negative behaviors.

Select some groups to show their sequences while the rest of the class "freezes" to watch.

Another facilitator enters, wearing a red cloak covered with labels showing antonyms to Peace (anger, jealousy, greed, desire) and proceeds to create havoc with the groups. The teacher, in role as Happiness, invites the students to ask this creature questions about why it is so unpeaceful. After some questions and answers, the creature suggests that if it had a peaceful place to go, it might not be as troublesome.

In groups, students discuss how their chosen characters can work together to create a Peace space for the creature. They can decorate the space symbolically using their words as hangings, etc.

When they have finished, the teacher in-role invites all of the students to assemble outside the space. Everyone entering has to leave a non-peaceful thought or action in the bin at the gate to ensure they come in in a state of Love and Peace.

Then the creature comes in and the teacher invites each group to present its contribution.

³⁰Margaret Taplin, Silent Sitting: A Resource Manual (Hong Kong: Institute of Sathya Sai Education of Hong Kong, 2010),

The creature asks questions and makes comments about how the contribution makes it feel. It may remove some of the negative words to show how it has transformed. After all of the groups have presented, the creature removes its red cloak to reveal a golden robe underneath. The creature tells the students how peaceful they have made it feel, and leads them in a short silent sitting to feel the Peace and imagine they are passing the feeling to others around the room. They may also sing a song, such as "Peace, Peace, Peace, Peace on Earth. Peace, Peace, Peace, Peace for all the Universe."

Debriefing and reflection

This is a very important part of the roleplay. At the end of the silent sitting (above) ask the students to imagine they return to the spaceship and look down on the Earth again and notice the difference from the way it was before, thanks to their good efforts. They can then let the feeling of Peace settle in their heads and hearts, let the spaceship land on Earth, and step out as their original selves in the classroom.

In silence, they can be given some time to write or draw their feelings. They can then be invited to share their thoughts with the class.

Reflective questions can include:

- What is the main message you are taking away from this roleplay (e.g., we need to have Peace inside ourselves before Peace can be established in the world)?
- What was your experience of changing your feelings through the roleplay? What particular incidents helped to bring about these changes?
- How did your feelings about the red-robed creature change? What would you do if the red-robed creature had continued to behave badly? (Here in the discussion, you can emphasize that if we come from a position of Peace we can stand up to negative situations or people more effectively than if we come from a position of anger, jealousy or fear.)
- How do you think you can apply the message from this roleplay to your daily life? Please try to give some specific examples.

Some examples of well-known roleplay activities

The following are links to some deep-level roleplay activities that are related to Peace:



- **Peace Begins with Me**

Global Education: Peace Building
<https://www.globaleducation.edu.au/teaching-activity/peace-building-mp.html>

- **Peace with Others: Conflict Resolution**

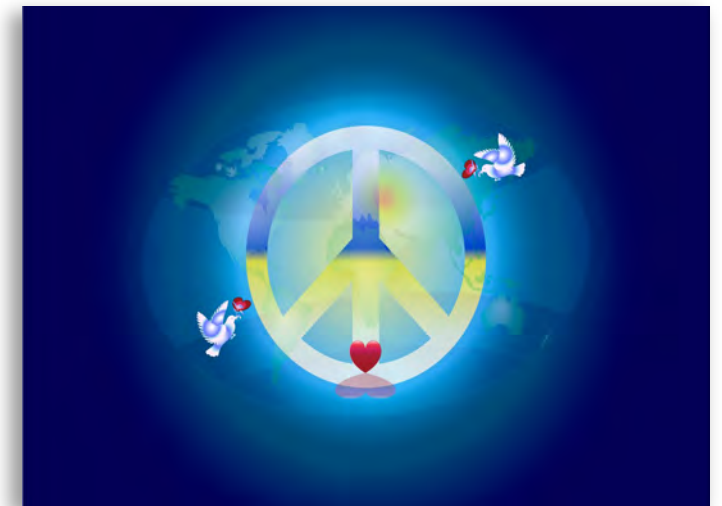
Unitarian Universalist Association
<https://www.uua.org/re/tapestry/children/journeys/session12/132616.shtml>

- **World Peace**

For senior students in a history course: *Playing for Peace: Complex role-play gaming in high school history* (https://www.researchgate.net/publication/319234209_Playing_for_peace_Complex_role-play_gaming_in_high_school_history_A_case_study)

- A case study by Rachel Bolstad https://www.researchgate.net/publication/319234209_Playing_for_peace_Complex_role-play_gaming_in_high_school_history_A_case_study

- *John Hunter's World Peace Game* (<https://worldpeacegame.org/>) (Do watch his TED Talk, voted one of the 100 best Ted Talks of all time!)



7. Ceiling on Desires



According to Sathya Sai: "Desire is like the shadow caused by the morning sun; it gets longer when you run to catch [it]". This means that we may think having our desires fulfilled will bring lasting happiness, but the happiness is in fact only temporary. We may feel that we will be happy if only we can achieve our desires for status or possessions, only to find when we achieve them that the happiness they bring us is short-lived and soon we are feeling dissatisfied and desiring something bigger, better, or different. Sathya Sai suggests that

"There is nothing wrong in such desires. But what we are witnessing these days is the limitless growth of desires" and advises us "Do not waste precious time and life on impermanent pleasures. Have some control, a ceiling on your desires".

Not only can we achieve Inner Peace by placing a ceiling on our desires—we can also help to prevent waste of resources such as money, food, time, and energy:

- **Money**, if used appropriately, can enhance our lives but it can be harmful if we are attached to it and believe money to be the source of our security and happiness.³¹
- Even when there is an abundance of **food** available, people these days are suffering from malnutrition because they eat unsuitable food, junk food, etc.³²
- Emotions such as anger, resistance, irritation, and frustration drain **energy** from us and cause it to be wasted. So do behaviors like gossiping, backbiting, and criticizing others. Put a ceiling on these and reflect on how much happier we feel.
- Excessive desires can waste precious natural resources. By identifying and eliminating one **energy**-wasting activity in your routine each week (e.g., replacing single-use plastic bottles with reusable ones, recycling), these resources can be preserved.
- **Time** is the one commodity that everyone in the world has at their disposal in an equal amount. Everyone has just 24 hours each day. If part of it is wasted, it is gone forever and can never be retrieved. Today time is wasted on unnecessary and unwanted things, indulging in unnecessary and unwanted activities, indulging in unnecessary talk and meaningless actions. Instead, we could spend our time in good thoughts and good deeds, and ask, "How am I utilizing time? Is it for a good or bad purpose?"



The following are some examples of Ceiling on Desires activities that can help to increase inner and outer Peace:

Reflections for silent sitting

- Sit silently for a few minutes and allow your mind to think of ways in which you can curtail

waste in your daily life. (Share the insights with the rest of the class. Ask students to put these ideas into practice and take turns to report the effects.)³³

- Sometimes the teacher can guide the class to focus on money, time, energy or food; at other times the students can allow any aspect to come into their minds.
- An extension of this activity can be to think of ways that these savings can be used for service.³⁴
- If you feel that you are faced with so many things to do that you find it hard to decide on the order in which to do them, take a minute or two to do silent thinking to relax and allow your mind to help you to make the correct decision.³⁵
- For older students.³⁶

Today we will take a trip, in our mind's eye, to Consumer Heaven. Imagine yourself walking into any store of your choosing. (Pause) Where are you? (Pause) What surrounds you? (Pause) Observe how you feel as your senses take in the sights, sounds, and even smells that greet you. (PAUSE)

Observe how your body is reacting to these sensations. What is happening to your breath? What other reactions are triggered?

Walk a little further into the store. What do you see around you? (Pause) What items jump out at you? Pause in front of one item that you want. How do you feel as you look at it? What would be the benefits of buying this item? (Pause) Notice your breath. What is happening to your slow and even breathing? Notice any other physical sensations you feel. (Pause)

Imagine that you are taking the item that you want to the cash register to buy it. How do you feel? What thoughts, emotions, or physical sensations do you notice? (Pause) How do you feel when you think of going home with this item and using it or showing it



³³Phyllis Krystal, *Ceiling on Desires, Expanded Edition* (Oklahoma: First Legendary Publishing Printing, 2009), 17.

³⁴*Ibid*, 12.

³⁵*Ibid*, 29.

³⁶from http://www.saiyusa.net/index.php?Itemid=33&id=30&layout=blog&option=com_content&view=category Phyllis Krystal, *Ceiling on Desires, Expanded Edition* (Oklahoma: First Legendary Publishing Printing, 2009), 17.

³¹Phyllis Krystal, *Ceiling on Desires, Expanded Edition* (Oklahoma: First Legendary Publishing Printing, 2009), 5.

³²*Ibid*, 13-14.

to your friends and family? (Pause)

When you get to the register, for some reason, you are not able to purchase the item. You have to leave it at the counter. How do you feel? What thoughts, emotions, or physical sensations do you notice? (Pause) How do you feel when you think of going home without this item, and not being able to show it to your friends and family? (Pause)

Imagine that you are now walking out of the store. As you are leaving, you see a person standing outside on the corner asking people for money. How does this make you feel? How does this sight influence your perspective on the experience you just had inside the store? Observe your body's reactions to these thoughts.

Bring your focus back to your breath. Is it still controlled and even? Without forcing it, steady your inhalations and exhalations until your breath is slow and measured.

Questions for discussion:

- Take a few moments to silently free-write on this visualization experience. What did you learn about yourself? What did you notice about your own desires? Was the item you focused on a "want" or a need? How do you rationalize this? How does awareness of desires help us limit them? (Allow 2-3 minutes.) Students may share their thoughts with the group (1-2 minutes).

Throughout this month, let us attempt to heighten our awareness of our desires and the way we use money to fulfil our desires. Let's grow more mindful of what we are using our money for, how much we think of money, or where it may be going to waste.

- Time: Think about a time-wasting habit, such as watching too much TV, chatting too much on social media, or playing computer games, then stop it for one week and use the time to do something to help a family member, your teacher, or a classmate, or even yourself. Reflect on how this makes you feel.

Activities for students to do at home with their families:

- Try to put into practice strategies for saving money and, at the same time, conserving energy, e.g., turning off lights or water when not in use, only buying the amount of food you need so you don't have to throw any away, reducing an unhealthy habit such as eating too



much chocolate or smoking cigarettes; not buying things unless you really need them.³⁷

- Donate your left-over or excessive amount of food to somebody who is needy. Reduce your junk food intake and use the money you save for a useful purpose.
- Ask your family members to help you to make a list of some areas where you may be wasting time (e.g., watching too much television, indulging in gossip or idle talk, worrying, complaining).³⁸
- Take half an hour of your TV watching time and do something to help somebody in your family instead. Ask them to tell you how this made them feel. How did it make you feel?

Things for teachers to do for each other:

- Time: If you have a time-wasting habit, such as sitting and gossiping during your breaks, stop it for one day/one week and use the time to do something to help a colleague.
- Make a pact to put a ceiling on an unhealthy habit that you share with a group of colleagues (e.g., eating too much junk food, smoking, drinking alcohol). Support each other and reward yourselves in a positive way if you are successful.³⁹

Personal experiences of Ceiling on Desires

The following reflections⁴⁰ were written by a group of Chinese university students who had been asked to practice Ceiling on Desires for one month, placing a ceiling on some habit of their own choosing that they wanted to reduce. While the students' reflections indicated changes in their lives in many different ways, the focus here is on comments that reflected the theme of this book, that is their experiences of overcoming stress, anxiety or even guilt and developing peaceful experiences of happiness, relaxation and a sense of contentment with life.

Two students who restricted their over-eating habits commented on the sense of happiness and satisfaction they experienced from doing so:

"There is inevitably pain in the process of restricting desires, but the end result is gratifying. Looking back on the days of reasonable diet, you will be surprised to find that you have such perseverance, and at the same time encourage yourself to persist in the most difficult moments."

"By controlling my desires, I have more time and experience to do things that can make me happy. Instead of staying in the dormitory and eating snacks, I can read books and be volunteers. These activities make me happy. I feel the value of my life."

³⁷Phyllis Krystal, Ceiling on Desires, Expanded Edition (Oklahoma: First Legendary Publishing Printing, 2009), 8-9.

³⁸Phyllis Krystal, Ceiling on Desires, Expanded Edition (Oklahoma: First Legendary Publishing Printing, 2009), 20.

³⁹Krystal, P. (2009). *Suggestions for Study Groups and Individual Use of the Ceiling on Desires Program*. Prasanthi Nilayam: Sri Sathya Sai Sadhana Trust. (Suggestions marked with a page number have been taken directly from this book.)

⁴⁰Taplin, Margaret unpublished communication (2020)

"I have a desire that I may not be able to control, and that is I always want to shop and spend money online, buy clothes and snacks, etc. Such a desire not only wastes my time and energy, but also my money. Because I often spend the time I should be studying on shopping on the Internet, this not only affects my studies, reduces the time for studying and consumes my energy, but also leads to other consequences. For example, I often buy a lot of impulsive items that are not practical, and it's a waste of money to throw them away, or not to throw them away and take up space. I know this is a very bad behavior, but I always have a hard time controlling myself. I have to say that the first week was very uncomfortable and I even found it painful. But I kept going. I slowly found a sense of accomplishment ..., and I can feel my cravings decreasing."



Other examples came from students who lacked Peace due to feelings of guilt from uncontrolled, compulsive shopping:

"I finally found [from curbing impulsive spending] that I saved nearly 700 yuan this month compared to before, and I began to think about how to make good use of the money saved. My initial idea was to buy books, but the books I need to read can basically be borrowed from the library, seniors, classmates, etc., so I started thinking about other ways. It

just happened to see that the Volunteer Association was holding a love donation activity. The donation can be in the form of clothes, books and money, and it is mainly used to assist children in poverty-stricken areas. After thinking about it, I donated 500 yuan and donated the clothes that I no longer wear but are well preserved. Although the power of my donation is very small, the drops of water can merge into the ocean. For myself, by controlling my desires, on the one hand, I can gradually get rid of my bad habit of spending money on things, and on the other hand, I can dedicate my love without adding other things. In the case of cost, this is a very meaningful thing. For others, especially children in poverty-stricken areas, they can reap the love of a stranger, and to a certain extent can help them develop a quality of kindness and make them feel some warmth."

Others described the distress they felt from excessive use of their mobile phones. They show how they came to be more at peace with their lives as students:

"The desire I may not be able to control is to swipe my phone. When I'm doing homework, when I'm bored, when I don't know what to do... I will unconsciously pick it up and put it away, and swipe it aimlessly. This makes me very distressed. COD allows me to examine and act upon my desires. ...It was very difficult at first, but then I gradually realized that I found that my life was more colorful. This has benefited me a lot."

"Everyone has desires, and so do I. I have many desires. But as a student, my biggest desire at present is: I don't want to study, I don't want to write papers, I just want to lie in the dormitory every day playing with my mobile phone, checking my microblog and chasing dramas. ... If you want to change it, you must break the state of being addicted to online entertainment.... So I made a plan for myself. I studied in the library instead of the dormitory. I turned off the Internet function of my mobile phone and only turned it on to search for research materials. I have changed a lot. For example, I no longer find entertainment news very interesting; I enjoy the process of studying in the library; I save more time for study or other activities; my mentality has changed.... More importantly, I feel that my desire is controlled by me."



The following two students reflected on the feelings of stress they experienced by never having enough time in their days, and the ways in which placing ceilings on their desires to waste time helped them to come to a more peaceful state.

"Before, I always felt that time flies too fast. I didn't have time to complete my study tasks every day. At the same time, I didn't get a good rest. ...This month, I restricted my time usage, such as letting myself watch less TV series and watch less mobile phone. The time saved makes me feel very fulfilled. I can complete my study tasks on time every day, and have a lot of time to relax myself. I will feel that the pressure of life is not that great.... Through this month's experiment, I feel that my time is more valuable, and I feel very relaxed and happy."



"I reflected on the time I wasted the most. The alarm clock sounded every day, but I had to stay in bed for 10 minutes and make excuses for myself, which lead to wasting time from the beginning of the day. Although this is a very small matter, time is like running water and is gone forever. So this month I set the "ceiling on my desire": every morning when the alarm rang, I had to get up, never stay in bed! In order to achieve the goal of saving time this month, I saved 10 minutes every day. ... Every

morning, I felt the joy of self-discipline. I lived a full day."

Another commented on her sense of fulfilment when reducing the time-wasting activities she had become addicted to:

"After this month, I found that I had a very fulfilling life every day, and I was no longer guilty [about wasting time]. And every day I look forward to a new day."

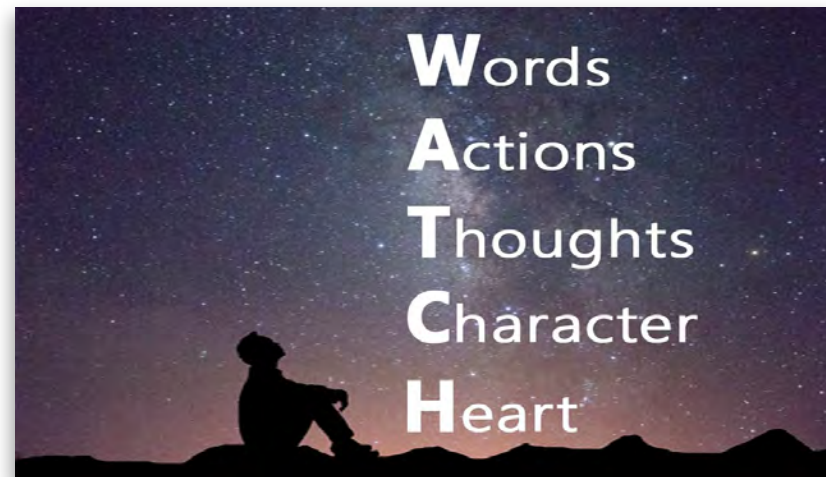
The students were asked to reflect also on the impacts their Ceiling on Desires had on their friends and family members. Their comments indicate that this practice can have a big impact on enhancing a sense of Peace in their wider circle of people.

"For example, before my friend was an overweight person. His favorite foods were pizza and hamburgers. Obesity prevented him from participating in some sports and he was ridiculed by others. Now...his weight has slowly dropped, and his personality has become more cheerful. "

"In addition, my behavior also affected my roommates, who chatted less frequently in the dormitory and watched their mobile phones less often. We now stay quiet in the dormitory and do our own things seriously, such as reading books and doing homework."

8. WATCH

WATCH is a simple technique that can convert conflict into harmony, because it is a guideline that enables us to choose how we respond to life's situations—peacefully or not. It is an acronym to remind us to watch our:



These are all inter-related:

True education, which molds Character, has no limits. So, the end of education is the development of the highest Character which is without any limits. Our Character is reflected in our Words, Behavior and Conduct in daily life. So, we should speak pleasantly and should not hurt others with our harsh Words. It is true we cannot always oblige but we can speak always obligingly. All our Actions are related to Character.⁴¹

⁴¹Sathya Sai, *Sanathana Sarathi* (Dec. 2001), 376.

WATCH reminds us to reflect on the negative words, thoughts, and actions that we often revert to in situations of conflict, and replace them with positive ones. This enables us to open our hearts, thus developing our consciences, and hence developing strength of character. After using this principle with troubled secondary school students, Hall⁴² commented: "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.

Hall suggests that, after introducing the principles to students, a weekly meeting in which they reflect, privately or with the group, on "How my week has been in relation to **WATCH.**" Quotations, inspiring songs and stories can be used as a basis for discussion and planning for how they can use their words, thoughts, and actions positively in the coming week. They can spend two-three minutes of quiet time just **WATCHING** their thoughts without judging or stopping them, just letting them come and go like clouds in the sky. They can also reflect on how effectively changing their thoughts to peaceful ones can impact on automatically changing their words and actions. Hall suggests that, after introducing the principles to students, a weekly meeting could be held in which they reflect, privately or with the group, on "How my week has been in relation to **WATCH.**"

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

Einstein



⁴²Dorothy Hall, *W.A.T.C.H – For Good Living*. (Bangalore, India: Omkar, 2010), available for free download from <https://issea.org.au/wp-content/uploads/2020/08/WATCH-For-Goods-Living-Dorothy-Hall-2010-Copy.pdf>



SECTION 3: Activities for Conflict Resolution and Behavior Management

The mind is ever in quest of peace, without which there is no happiness. From times immemorial people have been engaged in striving for peace. But peace has eluded them because they have pursued wrong paths for achieving it. They have considered the satisfaction derived through the sense organs – seeing, hearing etc. – as the source of mental peace. They have taken the wrong road by surrendering to the demands of the senses. For the sake of enjoying sensuous pleasures people have been ready to adopt wrongful, unfair and unrighteous means. In seeking their individual happiness and pleasure, they have not hesitated to destroy the peace and pleasure of others. In the process, both the individual and society have lost peace and happiness.

Sathya Sai



Activities for Conflict Resolution and Behavior Management

When you find peace within yourself, you become the kind of person who can live at peace with others."

Peace Pilgrim

Listed below are activities that have been used successfully by classroom teachers to promote conflict resolution and behavior management through Peace education. This begins by suggesting the importance of the teacher to be able to handle conflicts from a position of inner Peace rather than from impatience or anger. It then continues with descriptions of the Peace Table, Peace Train, Peace Bus, Peace Wall, class meetings, and the use of role play specifically for this purpose.

Teacher behavior in handling conflicts

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

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



As the two quotations above suggest, the teacher has a vital role to play in influencing how students react to situations. Whether we like it or not, our students do look up to us and base their behaviors on ours. If they see us reacting to conflict in an inappropriate way, they are likely to follow our example, whereas if we engage in appropriate behaviors, they are more likely to follow this lead.

Palmer⁴³ gave three examples of how

a teacher can behave in a conflict with a student. In these examples, the conflict has happened because the pupil has said, "I don't want to do this stupid activity". The first way the teacher can respond is by saying, "You're going to do it". This can possibly lead to a stand-off situation, where no satisfactory conclusion is reached by either party. The second way the teacher can respond is to say, "Well, maybe it is a stupid activity. I guess you don't have to do it". In this situation, the resolution is not satisfactory because the teacher relents. The third way that the

⁴³ J Palmer, Conflict resolution: strategies for the elementary classroom in *Social Studies*, 92 (2) (2001): 65-68.

teacher can respond is to say, "You sound upset. Why are you so upset? Tell me more. ... [and after further response from the student] So you think the activity is stupid. What would you need to have happen to feel good about doing it?" In this case the teacher is neither relenting nor creating a stand-off, but instead is modelling an effective way to bring about a resolution to the conflict.

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

1. The Peace Table

The Peace Table is used to peacefully solve problems and conflicts with others. It can be used with students as well as with adults.

Sometimes disagreements happen with others and we become upset. The Peace Table helps us learn to express our feelings and thoughts and talk out our problems and conflicts peacefully. The Peace Table helps us learn to listen to others express their feelings and thoughts.

At the Peace Table we talk, listen to others, have others listen to us, and solve problems.



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Setting up a Peace Table

1. Allow students to design a tablecloth to be used to cover the Peace Table:
 - Use a plain cloth large enough to cover the table.
 - Use puff paint or fabric collages glued to the cloth to create a suitable design.
2. Place a small bell on the Table (to be rung after conflict is resolved)
3. Add a Peace Table Booklet with instructions for use

Instructions for Using the Peace Table

It will be useful for the teacher and/or the students to develop a Peace Table Booklet with the following instructions. The booklet should be placed on the table so students can review it, if needed, before beginning this process.

Person 1:

1. Place your left hand on the table. This means it is your turn to speak without interruption.
2. Place your right hand on your heart. This means you will speak from your heart; you will

speak the truth.

3. Look into the eyes of the person at the Peace table with you
4. Say the name of the person at the Peace table with you
5. Say how you feel from the heart; tell the truth about your feelings, "I feel sad, or angry, or hurt, or bad..."
6. Say why you feel this way, for example; "I feel sad because you didn't ask me to play" or "I feel angry you told on me."

When it is your turn to listen to the other person:

1. Take your hands away from your heart and the table and place them in your lap.
2. Listen carefully to the person's response.

Person 2:

1. Place your hands on your lap. This means you will listen carefully without interrupting the other person at the Peace Table with you.
2. Listen carefully to what is being said – until the person is done.
3. Now it is your turn to speak.
4. Place your left hand on the table. This means it is your turn to speak without interruption.
5. Place your right hand on your heart. This means you will speak from your heart; you will speak the truth.
6. Look into the eyes of the person at the Peace table with you.
7. Reply to the other person.
8. Say the other person's name.
9. Say how you feel. For example, "I am sorry. I made a mistake. I did not mean to hurt your feelings or make you angry."

After you finish speaking it is your turn to listen to the other person's response.

Resolution

1. Both people continue the process for talking until both feel the problem is resolved.
2. Then, say the other person's name.
3. Say, for example, "I understand what you say. I accept your apology. Let us shake hands."



Ring the Bell

When you have reached a resolution, gently ring the bell on the Peace Table to let everyone know that you have solved your problem.

Congratulations for peacefully solving your conflict!

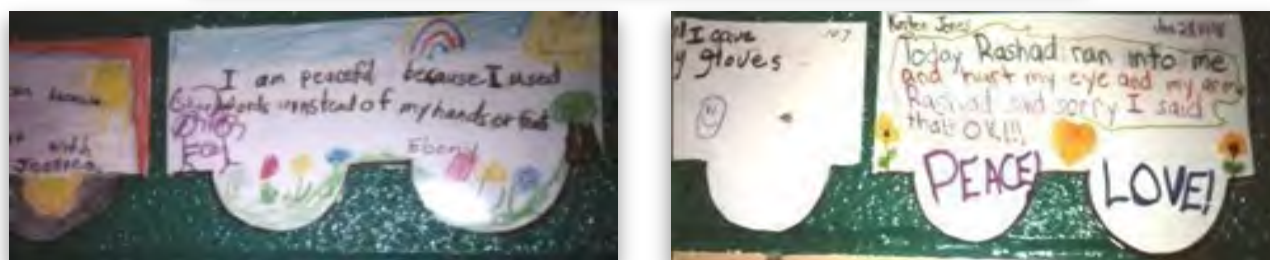
2. The Peace Train

Equipment

1. Engine for Train (can be designed by Art Teacher)
2. Coaches (templates to be given to children to design)
3. Yarn (to connect the engine and coaches)
4. Color Markers to design coaches

Procedures

1. Place the Peace Train, with coaches, in a prominent place on a wall where all students can view it.
2. This activity should be in coordination with school counselor and classroom teachers etc.
3. The purpose is to encourage students to avoid using their hands, feet, or nasty words to resolve a conflict. If they do so they are given a coach to design to add to the Peace Train. Using positive Peace-related words, they can include why it is important to act in peaceful, positive ways that offer win-win solutions.



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3. The Peace Bus



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1. This activity is in collaboration with the school principal, school counselor, art teacher and classroom teachers.
2. Purpose: To reduce and preferably eliminate disruptive behavior on school buses during transport to and from school.

3. The art teacher designs a large bus, named the Peace Bus, to be displayed on a wall in the school, preferably in an area where students will see it daily.
4. Students are given a small replica of the Peace Bus to take home. On the replica is an agreement to be peaceful at all times and to reduce or remove any disruption on school buses while traveling to and from school. They are required to discuss the agreement with their parents, then both student and parents sign the agreement and it is returned to the classroom teacher, counselor or principal and then placed on the large Peace Bus.

Some examples of values talk/values questioning:

1. Has there been any situation where the Peace Table/Peace Train/Peace Bus has helped you to resolve a conflict in a peaceful way? Please share your experience. How did you feel before and after the solution? How do you think the other people involved felt, before and after?
2. How can you use this experience to keep calm and prevent yourself from getting ruffled next time a situation of conflict arises?
3. What have you learned from the experience about accepting others' views, even if they are different from your own?
4. How "real" was your feeling of self-control when going through this activity? Do you feel that your thoughts, words, and actions were suitable for the situation? To what extent were they coming from within yourself because you believed they were the right thing to do, rather than because it was what was expected of you?
5. How did these strategies help you to exercise patience?
6. How strong is your feeling of Inner Peace after using this strategy?

4. Peace Wall

Place enlarged photos of exemplars of Peace in a prominent place on a school wall. Beside each photo, include a brief description of exemplary Peace work done by the person featured.

To extend this activity, spaces (or bricks) on the wall can be allocated to photos of students, teachers or other members of the school community who have demonstrated good examples of Peace work, with a brief description.

Some examples of values talk/values questioning:

1. Which example on the Peace Wall inspires you the most? Why?
2. What can you apply from this example to your own life?
3. Describe an experience where you have helped others feel peaceful, or when others have helped you feel peaceful.



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5. Class Meeting

- The Class Meeting is a strategy for creating an ambience of mutual respect for each other's needs and mutually agreed ways of solving issues that are a "problem," for example "peaceful ways of managing our anger."



- The meeting should be held at a set time once a week. It should be treated as important and should not be "skipped" or interrupted.
- The students can help establish some rules that develop mutual respect, such as only one person speaking at a time, and everyone having an equal right to speak and to be listened to.

- An issue that is seen as a problem by any class member is listed on the agenda, so it can be solved at the next meeting.
- Each class member who wants to do so, including those involved in the issue, can contribute a possible solution to the issue. Everybody's suggestions should be treated equally and there should not be any comments made by any of the other members as the suggestions are made.
- After all of the suggestions have been made, the key people involved in the issue are given the opportunity to decide which of the suggested solutions is realistic and reasonable to put into place.
- If any member of the class is not behaving in a way that is considered acceptable to other members, a consensus is reached about what will be the logical consequence of that behavior continuing.
- After the problem is presented, ask the students to reflect on it silently for a few minutes before the discussion starts

Examples:

- Someone is being bullied
- Some people in the class have been grabbing equipment that doesn't belong to them, without asking.
- Students have been seen damaging the environment, e.g., breaking off a tree branch, dropping rubbish, pulling heads off flowers.
- Students have been pushing into lines, for example in the school canteen

For any of these examples, the teacher can ask:

- "How does this make you feel when it happens to you? How does this affect your feeling of Inner Peace? What peaceful solutions can we suggest?" In groups of four-five, students can come up with their best ideas to present to the class.
- Use silent sitting to tune into their own hearts and decide which solution/s would be the best.

Evaluation questions:

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

- How has this experience helped to develop your own Inner Peace? What could you have done to strengthen this further?

Note that the students' responses can be used in a class book. Students can be encouraged to go back to the suggested strategies for reference when a problem arises. If there is not enough time to ask all class members to suggest solutions, a suggestion box could be used.

Roleplay activities: Creating win-win scenarios

The following are some examples of behavioral problems that can arise. These could be used as a game, for example, the problem scenarios can be written on cards and groups can select a card to portray.

Alana and her group are calling Simran names. They are jealous of her because she is the brightest girl in the class.

Shena and Robbie are good friends. But today they are sharing Shena's roller blades. It is Robbie's turn to use them, but when her time is up, she wants to keep using them instead of letting Shena have her turn. Shena gets upset and slaps Robbie on the leg. Robbie slaps her back.



- Identify why the students in these scenarios are behaving as they are.
- Who is winning and who is losing?
- What feelings are created by the students on each side of the situation?
- How can the students in these scenarios be assertive from a position of Peace rather than acting from anger or frustration?
- Ask students to get into a peaceful state and each one in the group takes a turn to deal with this problem in a win-win way.
- Each group can demonstrate the solution they consider to be the best.

Some examples of values talk/values questioning:

1. Is this truly win-win? How did A win? How did B win? How did A and B each feel about the outcome?

2. Do you consider this to have been the best outcome for the Inner Peace of both A and B? Would it prevent them both from feeling unpeaceful emotions such as anger or frustration? Do you think they would have gone away from the situation feeling respect for and acceptance of each other? If not, how could this have been improved?

*Peace is not something you
wish for
It's something you make
Something you do
Something you are
And something you give
away.*
John Lennon





SECTION 4: Peace Activities Across the Curriculum

Every breath we take, every step we make, can be filled with peace, joy and serenity.

Thich Nhat Hanh



Peace Activities Across the Curriculum

Literature

There is a great wealth of children's literature that can stimulate students' thinking about aspects of Peace.

Examples of books/stories suitable for young children:

- The Peace Book (Todd Parr)
- Herbert and Harry (Pamela Allen)
- A Boy Like Me (Libby Hawthorn)

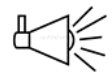


Examples of books/stories suitable for older children/adolescents:

- Sadako and the Thousand Paper Cranes (Eleanor Coerr)
- I am Malala -Young Readers Edition (Malala Yousafari)
- Wangari's Trees of Peace (Jeanette Winter)
- The Silver Path (Christine Harris)
- Why? (Nikolai Popov)—also available on YouTube
- Peace Tales (Margaret Read Macdonald)
- The Story of Ruby Bridges (Robert Coles and George Ford)

Examples of reflective questions:

- What was the problem/issue in the book/story and how was it resolved?
- What did the main character/s do in order to find Peace?
- How can you relate this solution to your own daily life? Does it suggest something that you can change about yourself and your reactions in your daily life?
- Implement this change for a period of time and comment on how you have changed.
- What were the consequences for yourself and for others around you? What might the consequences have been if you did not make these changes?



Key points to bring out in discussion:

If we implement these values-related, peaceful strategies it *does* make a change in our lives. We are only human, so sometimes we might slip back into our old ways, but if we can keep reminding ourselves gently, we will gradually become happier and more peaceful. If we change our behavior, this can also have benefits for those around us. Just as we like to be treated in the right way by others, so do they.

Suggestions for using literature as a starting point for other activities:

- Book review (e.g., three books about Peace and why you should read them)
- Retelling a story about Peace; rewriting a story ending; writing a story similar to one you have read
- A summary of a book showing the problem, the solution and how the students can apply this to their own daily lives
- Explanation of how a book has changed students' thinking and/or behavior
- Find a creative way to share a story about Peace with others in the community and write a report on the outcome.
- Use story building to assist young students to create a class story about Peace, for example:
 - ◊ Desired outcome: Developing the feeling that even when things are not going well for me on the outside (e.g., friends not playing with me, mother would not buy me something I wanted), I am still strong and peaceful on the inside and these things cannot hurt me. Keeping a feeling of calmness on the inside even if there is turmoil on the outside.
 - ◊ Start with a picture (photo or drawing) of a child around the same age as the class.
 - ◊ Use questioning to establish a name, age etc. for the child.
 - ◊ Teacher starts to build story, e.g.: "Jessie had a really bad weekend when everything went wrong. What could have gone wrong?"
 - ◊ Students make suggestions, e.g., friends wouldn't play, mother wouldn't buy something he/she wanted.
 - ◊ Teacher continues with the story, incorporating the student's suggestions.
 - ◊ Important part of the storybuilding: The teacher concludes the story with an ending that, despite all the things that went wrong, Jessie realized that happiness and Peace come from the inside, not from these outside things.
 - ◊ Students make suggestions about strategies they can use if the same things go wrong for them.
 - ◊ This story can be transcribed and illustrated by the students to make a class book.

Using set texts in the curriculum to explore the Peace theme:



While the books listed above have obvious Peace-related themes, another effective way to explore these themes is to be creative in identifying issues that arise in **set texts** in the Literature curriculum, including fiction, non-fiction, plays and poetry, even if these texts are not directly about Peace. Some examples of texts that are used commonly in school curricula in various countries are listed below, with some suggestions about the underpinning Peace-related themes.⁴⁴

We hope that these few examples will

trigger Literature teachers' further ideas about how you can bring the theme of Peace into the study of these texts, along with the other themes that you typically explore with your students.

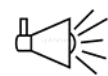
One example is to explore the theme of "Peace of Mind." Many books in local Literature curricula portray characters who, for various reasons, lack Peace of mind. Some examples from commonly set texts are:

- In "Mice and Men" by John Steinbeck, Lennie is portrayed as a character who has little Peace of mind; pupils could look at the last scene in the book where Lennie is tormented by his thoughts.
- Shakespeare can also be used to explore the theme. In "The Merchant of Venice" Antonio and Shylock allow ethnic, cultural, and religious differences to poison their relationships and to create tension between them. A similar theme is central to Romeo and Juliet. In "Macbeth" Lady Macbeth and her husband are tormented by their lack of Inner Peace.
- In the play "Death of a Salesman" by Arthur Miller, Willy Loman has tried to escape from his lack of Peace of mind by throwing himself into his business but it left him exhausted and betrayed by the fantasies and illusions that were created. This leads in the end to the final act of separation: suicide.
- The novel "Wuthering Heights," by Emily Bronte illustrates how Heathcliffe's lack of Peace of mind caused suffering to himself and any one he came into contact with.

Some examples of reflective questions that can be asked in relation to set texts:

⁴⁴From Sathya Sai Education in Human Values UK Newsletter, July 2002

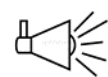
- “The Great Gatsby” (1925) by F. Scott Fitzgerald
 - ◊ This has a theme of characters looking for satisfaction in external things like wealth and status. What could the main characters have done to develop their Inner Peace and, if so, how could the ending have been different?
- “Tuesdays with Morrie” (1998) by Mitch Albom
 - ◊ What did Morrie say that we should all do if we want to be at Peace with ourselves [forgive ourselves and others]? Do you agree with him? Does this work in your own life? Please share examples of times when it did work for you. How did you feel? How did your forgiveness change the other person’s feelings? How might we need to adapt Morrie’s idea to make it effective in relation to our own Inner Peace?



Keypoints to bring out in discussion:

Morrie said we should forgive ourselves and others. When people hurt us, it damages our physical and mental health. Think about where in your body you feel discomfort or pain when somebody has hurt you. We cannot feel at Peace while we are holding onto this pain. While we are feeling angry or upset, the other person is going about his/her business with not a care in the world. Forgiveness is like a bandage that helps us to heal the damage done by the hurt.

- ◊ When the author first went to visit Morrie, he asked him four questions. One of these questions was “Are you at Peace with yourself?” Imagine that you are talking to Morrie and answer these four questions about yourself. Try to make your answers as interesting as possible and give examples of the kinds of things you are doing.



Keypoints to bring out in discussion:

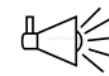
Since this is a personal question, students might give a range of answers, but an example might be:

- ◊ Sometimes I think I am not at Peace with myself because I get angry very quickly if somebody pushes in front of me or if my friends don’t do what I want to do. And I get upset very easily if I don’t get good test marks in school. But I think that I am at Peace with myself in other ways. I like myself and I don’t think I would rather be anybody else. I feel the most at Peace with myself when I am in my room listening to music. Then I feel that nothing bothers me and I can cope with any troubles.

As the teacher, you can give a similar example from your own life.

- “Romeo and Juliet” by William Shakespeare

- ◊ Friar Laurence thought he was doing the right thing by performing the marriage ceremony for Romeo and Juliet because he thought it was going to be a good way to get the two families to make Peace with each other. Describe the way in which his plan went wrong and the consequences of his “good intentions.” What would have been a better way to bring about Peace between the two families?



Keypoints to bring out in discussion:

Perhaps Friar Laurence thought that bringing the two families together through a marriage would help them to make Peace. But it seems he overlooked that the feelings of animosity had grown very deep over time, so an “external” solution was not able to work because the families’ inner feelings were still angry. Perhaps if he had been able to work with the families to develop their own Peace within first, they would no longer have reasons to hate each other, the marriage might then have been blessed, and the tragedy prevented. This illustrates why it is so important for us to start with our own Inner Peace, so there is no conflict between our inner and outer actions.

Debating

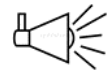
Topics could include “World Peace depends on individuals feeling Inner Peace,” and “Without Inner Peace there can be no joy.”⁴⁵

Some examples of values talk/values questioning:

- Did preparing for the debate permit you to experience/ understand a point of view different from your own? Explain. How did this make you feel?
- If your debate topic coincided with your beliefs/feelings, how did your ability to articulate these increase your understanding about this topic?
- Which qualities did you call on during the debate?
- How did debating help your feelings of Peace? Were there any times when you did not feel peaceful during the debate? If so, what did you do or what could you have done?
- From this experience, what have you learned about your own Inner Peace? What insights have you gained about what you can do, as one small individual, to contribute to Peace in your community and the wider world?



⁴⁵From *Sathya Sai Education in Human Values UK Newsletter*, July 2002



Keypoints to bring out in discussion:

Debating helps to increase students' confidence, poise, empathy, respect, and self-esteem. Empathy is especially critical in being able to understand and accept the beliefs of others, and in successfully making arguments in favor of their position, especially if they do not agree with it. It also helps them to maintain their feeling of Inner Peace, even when somebody "attacks" their point of view. Debate participation also promotes problem solving and innovative thinking and helps students to build links between words and ideas that make concepts more meaningful.

Post-debate discussion could focus on how the students felt as they prepared for the debate. Which qualities did they need to depend on (e.g., self-confidence)? How did they feel during the debate? After it? Were they able to debate and remain respectful? Did they feel respected? Were there any challenges to their sense of Inner Peace and, if so, what could have been done to prevent this? Did it increase their understanding of another point of view, and did this cause them to reflect on or even change their beliefs? In the future, would they change anything as they prepared for and delivered their arguments?

Writing

• Letter Writing

Letter writing practice could involve the theme of Peace of Mind. Pupils could be asked to write letters of praise and congratulations to any local, national or international groups that have been working to promote Peace.⁴⁶

• Journal Writing

Writing a journal is a valuable activity.

Many teachers allocate 10-15 minutes each day to allow students to write in their journals. A common type of journal is a Gratitude Journal. Writing down a list of positive events and why they are positive for you, or why you are thankful for them, at the end of the day can give the writer a sense of calmness and lower stress levels. Beyond the sense of calmness, the act of choosing what to write about allows you to focus on what you value and what may be causing you unnecessary stress. Identifying what may be getting in the way of you being able to cultivate Inner Peace is an important first step in framing negatives into positives.



The practice of being thankful is like any positive habit, it has to be cultivated and nurtured. It would be useful to create a routine—such as writing for about 15 minutes of the school day at around the same time, for example, at the time many teachers set aside for journal writing. The act of thinking about your day through the lens of gratitude has been shown to reframe what may have been initially perceived as a negative into a positive.

History⁴⁷

- Look at inspirational figures in history who have worked towards bringing Peace of mind to others. This could not only include those who worked towards bringing Peace to their own or other countries but also those who tried to improve people's living conditions. Suitable examples could include Gandhi, Nelson Mandela, Martin Luther King, Jr., Elizabeth Fry, Florence Nightingale and Mother Theresa.
- Look at the World Peace initiatives involving topics such as the Irish Question, American Civil War, Arab/Israeli Conflict, World War I and II, and Vietnam
- .Look at various social movements that have been aimed at improving the lives of people. Suitable examples could include historical and contemporary issues such as the Movement for the Abolition of Slavery, The 19th Century Reform Movement in Britain, The New Deal in America, Women's Rights, Human Rights, Social Justice Movements, the Anti-Apartheid, Black Lives Matter, Equal Rights Amendment, and "Me Too" Movements.



Keypoints to bring out in discussion:

While studying history allows us to observe and understand how people and societies behaved, viewing history from the lens of Peace requires students to examine how the cultivation of Peace (or the lack of Peace) shaped these people/movements/events.

Some examples of values talk/values questioning:

- How did these people/movements bring about Peace in their lives/communities/globally?
- How did you feel as you learned about the actions taken by these people/movements?
- What impacted you the most?
- Was there anything you would emulate in your own lives/communities?
- What obstacles could impede you from this and how could you overcome them?

Art⁴⁸

- Make collages, paint pictures or make models to illustrate or symbolize Peace of Mind. Students could also draw a picture of a lake with ripples on its surface or a pond with concentric ripples to illustrate how the mind can be disturbed easily.

⁴⁷From Sathya Sai Education in Human Values UK Newsletter, July 2002

⁴⁸Ibid

⁴⁶From Sathya Sai Education in Human Values UK Newsletter, July 2002



- Focus on the work of the artists such as Constable whose pictures convey Peace.
- Study mandalas as an art form that is used to take the artist and viewer away from the bustle of the world to a serene inner center. A suitable book for reference is "Mandalas" by Laura Watts.⁴⁹ Teachers can explain how the mandala can be used as a tool to guide us to the core of stillness that lies within ourselves. Projects on mandalas could include: Mandalas in Ancient Patterns and Labyrinths, Celtic Symbols, Navaho and Tibetan Sand

Paintings, Native American Mandalas, and mandalas in nature such as snowflakes, flowers, shells, and tree rings.

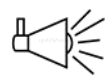
- Use various media to represent "How does Peace feel?"

Songs and Music

Please see Section 2, Part 4 for an explanation of eliciting the value of Peace through the use of songs and music.

Mathematics⁵⁰

Topic: Properties of the Circle: Center



Key points to bring out in discussion:

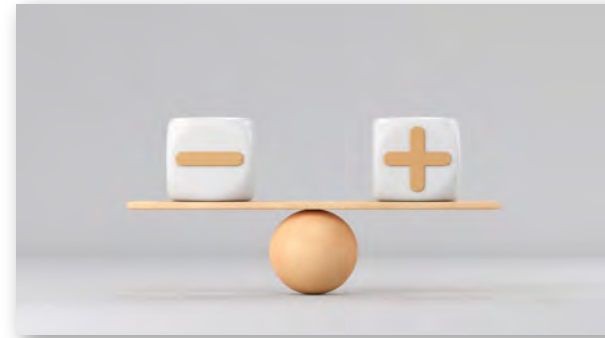
We all have to try to face towards the center. A pencil in a compass is fixed at a certain point and the pencil's distance from the center is constant all the time. If the pencil moves away from the center the shape will not be perfect. Similarly, life is perfect only when we keep our concentration directed towards our "center." Discuss with students what our "center" is. Is it our ability to remain in a state of Inner Peace no matter what happens around us? Is it our special, unique strength/talent that we can offer to others? Students may have other suggestions to add to this.



⁴⁹Laura J. Watts, Mandalas: Spiritual Circles for Harmony and Fulfillment (Guide for Life) (Anness, (ISBN 1-84215-334-X, 2000)

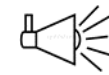
⁵⁰From Sathya Sai Education in Human Values UK Newsletter, July 2002

Topic: Equations



Equations need to be balanced on both sides of the equal sign. This can also be related to balance in ourselves, i.e., keeping ourselves peaceful even when things go wrong, and how we can get back into balance if we feel disturbed or bothered by something (e.g., breathing deeply, doing silent sitting, having a drink of water, and lying down for a while). (Peace/ calmness, equanimity).

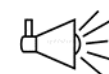
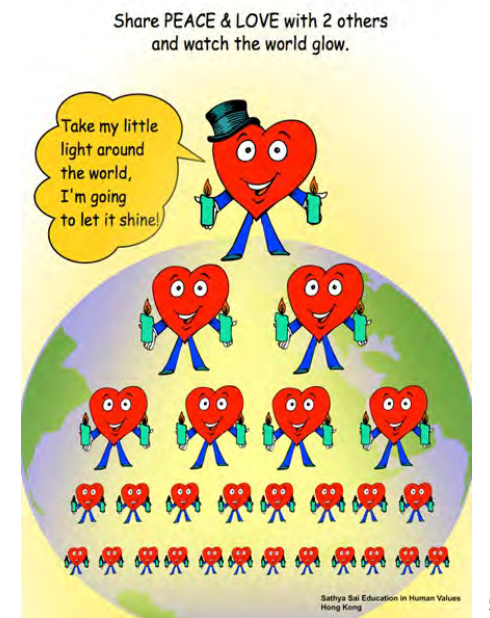
Topic: Exponents/powers (illustrates the sequence of powers of 2)



Key points to bring out in discussion:

If one person (2^0) has Love and Peace in his/her heart and influences just one other, that will be 2 (2^1). If they each influence one other it will be 4 (2^2), then 8 (2^3), then 16 (2^4) etc. Graph these and show the effect of the exponential increase. We all think that we, as individuals, cannot make an impact, but this illustrates that if we change ourselves, "one candle can light many lamps."

Graph these and talk about the prediction that World Peace will start to come about when more than half of the people have Peace and Love in their hearts. The change will start slowly now and increase exponentially until suddenly this group will form a critical mass of people and will outnumber those with hatred and anger. This will tip the balance and the change will come about.



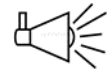
Key points to bring out in discussion:

It is very important to establish the concept of a fraction as a part of the whole (a whole cake, a whole packet of biscuits, a whole group of students etc.). You can use this as a chance to talk about what it means to be a "whole" person (i.e., one who is happy with who he/she is). What do we need to do to become whole people? Does having a lot of material possessions make us whole and complete? Think about yourself and think what fraction of a "whole person" you are now. Think

⁵¹Designed by ISSE-Hong Kong

about what you can do to make yourself into a bigger fraction (part of the whole). Lead them to the idea that we can only really feel whole and complete if we have Inner Peace and are not disturbed by the good or bad things that happen around us.

Topic: Surveys and graphing



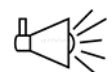
Key points to bring out in discussion:

At upper primary and secondary levels, students can be asked to devise surveys concerning Peace of mind. These findings can be analyzed as both quantitative and qualitative evidence and displayed in a prominent place in the school for Peace of Mind Day or longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter, and pie diagrams. The survey can be conducted in the form of questionnaires. Students could be asked to tick the relevant box (boxes) and write comments in appropriate places. Suitable questionnaire questions could include:

- "What do you do to help yourself gain Peace of mind?"
- "If you do something against your conscience, do you lose your Peace of mind?" (Yes, no, sometimes, never)
- "Do you , think that it is important to maintain Peace of mind with your school work?" (Yes, no, sometimes, not sure)
- "How do you feel when you have Peace of mind and have finally made a breakthrough?" (OK, not sure, very happy, excited, proud of yourself? You may tick as many boxes as you want.)
- "Why do you think that people often give up easily?" (Only think of negative things, don't value themselves enough.)

Physics⁵²

At Junior and Lower Secondary levels, the theme of Peace of mind can be introduced by doing experiments that give rise to disturbances, such as adding bicarbonate of soda to water.



Key points to bring out in discussion:

The teacher could draw parallels to life. The teacher could compare the bicarbonate of



soda to the trigger that prompts us to react with emotion. The water bubbles can be compared to the action of the mind, creating thoughts. Just dropping in a small amount of bicarbonate of soda can agitate the water. Similarly, if one agitating thought comes into our mind it can disturb our Peace. If one person drops their agitated thoughts into the group, it can cause agitation within the group. Students can visualize letting their agitated thoughts burst into the air and see that they are impermanent.

Students can also look at how sound waves can produce disturbance and even damage.

Biology

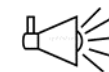
Biology is the science of life. Life in every form is precious and Biology can teach Peace in an overarching way by teaching respect for life. Biology also includes the study of ecology and ecosystems so Peace is practiced whenever there is awareness of the environment and steps are taken to conserve resources or clean up environmental damage.

Hundreds of processes go on in the human body to keep everything in balance. Similarly, Peace is a state of balance and calmness of the body and mind. Some comparisons can be drawn there.

The brain releases certain chemicals when we are at Peace: endorphin, oxytocin, serotonin, and dopamine. When we are angry or depressed, adrenaline is released. This can be explored further.

An example of exploiting biological education is in the development of biological warfare which is in direct conflict with Peace. Instead, funds could be given to more peaceful biological research endeavors such as the prevention of diseases, cures once diseases set in, screening of disabilities, etc.

Topic: Body systems (Digestive System, Nervous System, Skeletal System etc.) to illustrate team work



Key points to bring out in discussion:

Each system works together to support the body. When working in a team, we should be aware of our responsibilities as team members and should work together to support each other so that the team can succeed.



⁵²From *Sathya Sai Education in Human Values UK Newsletter*, July 2002

Silent sitting linked to the topic:

...Imagine a bright light entering your head and filling your head and your heart... Now imagine the light moving through your [insert name of the system you are working on]. ... Let the light fill your [one by one go through the parts of the system. You might need to remind them which part of the body each is in.] Let the light join each system part together so they can work together in harmony for your health... Now imagine that you are sending the light to the person sitting on your right-hand side. From there it goes to the next person... and so on until you have sent light to every person in the room.... Imagine the light connecting everyone in the room to everyone else. Say to yourself "We are all a team and we support each other to be the best that we can be, so that the team can be healthy."

Story

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

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

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

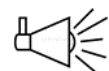
Then the legs, the hands and the head began whispering again, still thinking that the stomach didn't hear them. But he did.

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

The message: No parts of anything work to their best level unless they work happily with all the other parts. A family or a community works best if all the members work together for the happiness of all.⁵³

Topic: Cells

Organelles make up the subunits of a cell. There are numerous cells each with their own function.



Key points to bring out in discussion:

- Teamwork: the organelles need to work together to ensure that the cells function and carry out their function in the body. Similarly, each member of a team needs to work

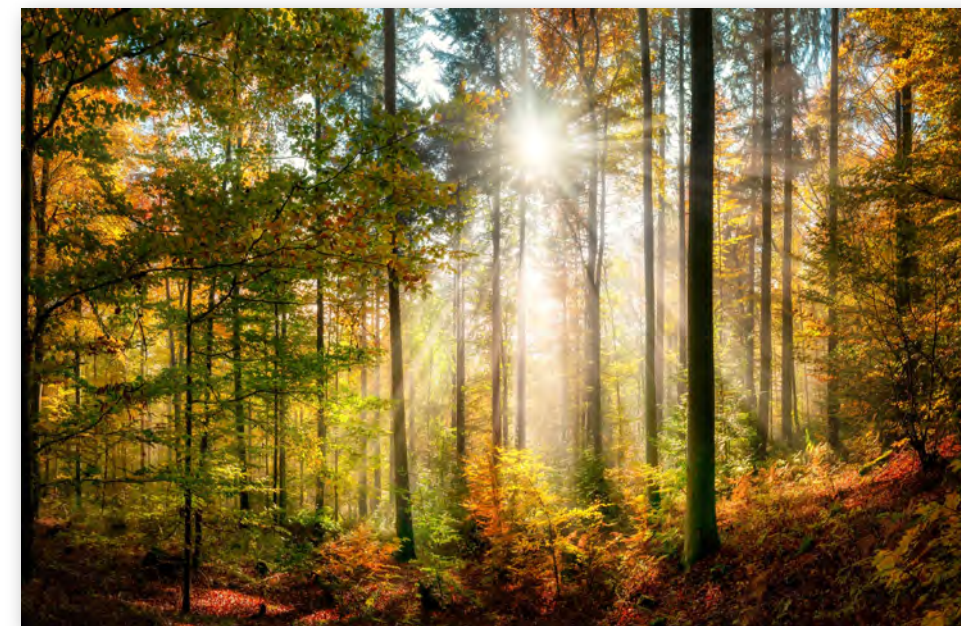
together and do their part for a successful outcome. Implicit in teamwork are the following qualities:

- ◇ Duty: each member should be familiar with their duty and carry it out to the best of their ability
- ◇ Responsibility: each member should be aware of their responsibilities as a member of the team and carry them out
- ◇ Cooperation: members need to work together to achieve their goal

Silent sitting

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

Topic : Photosynthesis



Plants carry out the process of photosynthesis—using the Sun's energy to produce food and giving out oxygen.

Silent sitting: Selfless service by trees:

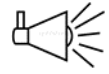
At the end of the lesson, use silent sitting to recall and consolidate the process of photosynthesis, step by step. This will help students to transfer the information to their long-term memories. Then ask them to imagine they are like a tree, drawing in

the Sun's energy, filling their bodies and minds, giving them strength.... then to imagine that, like the trees, they are sharing their strength with their friends, with their family members, with their school,

⁵³Extracted from *Richards Topical Encyclopedia* (New York: J.A. Richards Publishing Co., Inc., 1946)

with the community, and with the whole country and whole world.

Having established how important trees are to sustaining life, challenge students to do Ceiling on Desires to save some money that can be used to buy trees, that they can plant and nurture. They can also pledge to use less paper, and to recycle what they can, to eliminate the need to cut down more trees for paper pulp.



Key points to bring out in discussion:

Plants use photosynthesis to make food from sunlight, carbon dioxide, and water in the atmosphere. Oxygen is released as a byproduct of this process. Without photosynthesis there would be little to no oxygen on the planet. This process demonstrates how all life is connected, from the smallest plant to the largest mammal. Similarly, we are all connected and dependent on each other for our survival as a species.

The following example can illustrate this:

1. To explore the importance of photosynthesis, and how all life is interconnected, have your class create a 3-D food web for your local ecosystem. Begin by reminding students that a food web is a combination of all the food chains in an ecosystem and that all food chains must include producers, organisms that make their own food and consumers, organisms that eat other organisms.
2. Pass out an index card to each student. Go around the room and ask each student to name a different organism that lives in your local environment and then have them write that name down on the front of their index card. On the back of the card, ask them to write down a list of what that organism eats (they may or may not need to use resource materials to discover their answer). You can adapt this activity for younger students or if you have limited time, by having the names and information already written down for students. Since students are likely to list larger animals, try to encourage a few students to choose smaller animals (including insects) and plants in your area (producers), or you may need to add those yourself.
3. Have students sit in a circle with their cards in front of them with the name of the organism facing out and, using a ball of string, begin to connect your food web. Start by giving students with apex predators (a consumer that is not eaten by any other organism, such as wolves or grizzly bears or eagles) a ball of string, have them hold the end of it, and then ask them to look for another student that represents one of their foods sources and throw their ball of string to them. Continue on until everyone is connected and until each food 'chain' has landed on a plant/producer species.
4. Next, stand in the middle of the circle and have the students that ended up with the balls of string hand them to you. Ask students to guess what you represent. The answer is the

sun. Pull on the strings and ask if anyone who feels the tug to then pull on their string. Continue on until every student can feel the tug. The message: we all depend on the sun's energy and plants' ability to convert the sun's energy into food to live.⁵⁴

I am centered. I am balanced. I am at peace.

Unknown



⁵⁴from <https://kidsgardening.org/lesson-plan-photosynthesis/>



SECTION 5: Activities for Use in the Classroom or in Extra-Curricular Programs

Today people claim to be working for world peace. How can those who have not achieved peace within themselves hope to achieve world peace? Those who have not learned to look within themselves are not competent to work for peace in the world. Peace cannot prevail in the individual and society until mankind believes in the unity of mankind in spite of the apparent differences.

Sathya Sai



Activities for Use in the Classroom or in Extra-Curricular Activities



The activities in this section are not subject-related but teachers can find opportunities to use them in or out of the classroom. The activities in this section have been divided into Inner Peace, Peace in the Community, and World Peace to emphasize again the theme of this book, that each of these contributes to the others. These activities are not only suitable for the classroom. They can also be used in community projects and many can be adapted to be suitable for adults.

Peace of Mind Day⁵⁵

A day could be set aside as Peace of Mind Day. The school could prepare for the day by inviting suggestions from the students and the staff as to how the day could be marked. A suggestion box could be placed in a prominent place. A short briefing during assembly, or from their teacher, could inspire the students. Students could be encouraged to reflect upon the benefits of Peace of mind. This could take the form of telling them about the lives of some inspirational people such as Mother Theresa and Gandhi. A team, drawn from students of all ages and members of staff, could be set up to organize the project.

The school could adopt an appropriate symbol to commemorate the day, such as a dove. A Peace Garden could be set up.

Activities to Develop Inner Peace



Key points to bring out in discussion on developing Inner Peace:

- How we feel about and view ourselves is directly connected to our capacity to feel peaceful. We should consider that a part of Peace is also in how we treat ourselves.
- It is always wise to practice resistance to our instincts or habitual responses to trying situations and instead replace those responses with peaceful replies and actions that cause no harm.

⁵⁵from *Sathya Sai Education in Human Values UK Newsletter*, July 2002

- At times we may struggle with conflicts within ourselves and without realizing it, we can often hurt ourselves in the process while overlooking the negative effect on ourselves and those around us.
- The requirements for building a peaceful life are silent sitting and Right Conduct, which also happen to promote wisdom, Peace and Love, but unresolved internal conflicts hamper our progress.
- The path of Nonviolence and Right Conduct requires giving up resentment and negative emotions towards others and ourselves, while cultivating mutual cooperation and friendship. We must be at Peace with ourselves so that we can work in harmony and happiness with others.
- In this way, our wisdom and self-knowledge grow and lasting Peace and joy are earned through effort and practice. Consider it like training for a new skill.
- A disciplined approach takes time to master. Preparing for the day ahead with silent sitting helps us win the battles of the day, and within a period of time the trials and tribulations that seemed like daily battles could gradually begin to diminish.

Developing Inner Peace Through Sense Control⁵⁶

Objectives: To appreciate the value of Peace. To learn to control one's mind and senses. To improve concentration.

Equipment None

Procedure:

1. Divide the class into two teams. Students sit in pairs consisting of one player from each team. One player attempts to sit in silent sitting, with eyes closed, for one minute. The other tries to distract him/her by talking, laughing, singing etc. (No touching is allowed.) At the end of the minute the "winner" is awarded a point for his/her team. The roles are reversed for a second minute. At the end of the game the winning team is the one with the most points.
2. How to emphasize the values message: Remind the class that true Inner Peace is a quality that cannot be disturbed no matter what turmoil is going on around you.

Managing Anger: Anger Reflection and Resolution Journal

An anger journal provides a harmless way to express anger, and to find a way to deal with it without hurting anyone. This week, instead of giving in to anger, write about the situation that caused you to become angry. Include all the details of what caused you to be angry, for instance, did the person deliberately do something to anger you? Then, write about how the situation could have been

handled so as not to cause you anger, or how you could have reacted without anger. Finally, did writing about the situation help in dealing with the anger?

Pop the Balloon⁵⁷



Note: The teacher can demonstrate this activity, or each student can be given a balloon and follow the teacher's lead. Take a large balloon and blow it up part way. Explain that the balloon represents how angry we get. Ask students what makes them angry. For each comment, blow up the balloon a little larger. At the same time, have someone write these comments on the blackboard. Blow up the balloon until it pops (if you can't get it to pop, have a needle or pin hidden in your hand to make it pop at the right time). The object is to make it look like it exploded due to all of the things that make people angry.

Discuss:

1. Do all the items listed make us equally angry? Why or why not?
2. Does everyone react in the same way? Why or why not?
3. Do we react the in same way to the same events every time? What influences how we react?

Now blow up a second balloon. Blow it very large, but do not let it pop. Ask the group to suggest ways that we can reduce our anger. List these on the board. Let a little air out of the balloon for each technique they list. Reduce the size of the balloon by about half. Tie the stem of the balloon. Now take a needle and tell the group that you will stick a needle in the balloon without popping it. To accomplish this, stick the needle in the extra strong spot located on the opposite stem of the balloon (usually slightly darker color). There is extra material at this spot since the balloon is not blown up all the way.

Discuss:

1. Why didn't the balloon pop?
2. Why is it important to know ways to reduce our anger?
3. Does everybody reduce their anger in the same way?
4. Which way works best for you?

The Power of Words

Words can cause happiness or much pain and sadness. A peaceful person can help bring happiness to others.

⁵⁶Taken from *Life is a Game, Play It*, Institute of Sathya Sai Education, Mumbai, India

⁵⁷Tom Jackson, *More Activities that Teach*, Red Rock Publishing, 1995), 114-116

Exercise/Activity:

1. Show a picture of a human heart. Have participants think of and verbalize words to bring happiness and joy to their heart and to the heart of others.
2. Then have the participants think of and verbalize words that can bring pain and sadness to their heart and the heart of others. As the participants say these words, begin to crumble the paper heart. Continue crumbling the heart in the hand as each word of pain or sadness is spoken.
3. Then open the crushed heart. Explain that the wrinkles in the heart can remain a long time if not forever. This is the power of words that hurt.
4. Review inspirational words that are uplifting and positive.



Power of Words that bring happiness to others

Power of Words that causes pain and sadness to others

Developing Inner Peace by Coping With Stress

Balanced Life⁵⁸

1. Balancing Act. Students will discover if their lives are in balance by creating a "Life Scale." Give each student at least 20 coins. Put a small square of masking tape on each coin. Mark each with a word, abbreviation, or picture that stands for their current activities (piano lessons, dance lessons, sports, watching TV, games, etc.), commitments (visiting friends and family, service activities, Girl or Boy Scouts, etc.), and daily responsibilities (school, chores, homework, etc.).
2. To make the Life Scale: Give students two small Ziploc bags and masking tape. Label one of the bags "life's stresses" and the other "life's pleasures." Zip these onto the two opposite ends of the

bottom of a wire clothes hanger as far as possible (won't be able to zip all the way). Suspend the hanger from a hook or nail or doorknob so it balances freely.

3. Let all students discover whether or not their life is in balance. As they pick up each coin, they should decide whether that activity or "weight of life" brings pleasure or pressure. The same activity can have a different meaning for each student; they should decide in their own minds how that activity makes them feel and then place the "weight" in the appropriate bag. After they have deposited all their "weights," it should be obvious if their lives are in balance or not.



4. After the activity, discuss what students could do to restore balance in their lives. Perhaps they need to remove some of the

sources of stress to make the other activities more pleasurable. Bring out that although some activities feel like pressure at the time (practicing a musical instrument, doing homework), many of those things will eventually bring pleasure and satisfaction in life.

Materials: for each student: two small Ziploc bags, one wire hanger, 20 or more pennies, masking tape, pencil or pen.

Developing Inner Peace Through Optimism: Think of Your Problems as Potential Teachers

Have you ever seen the video on the Internet where a group of people are passing around a ball, and you are asked to count how many times the ball was passed? One of the things that happens when we watch such videos is that we become so focused on our task—counting the passes—that we miss everything else going on. So, when the video ends and we are asked if we remember the color of the woman's umbrella, we are shocked. As it so happens, one of the common versions of this video has a woman holding an umbrella walking through the middle. Another has a gorilla and most people miss that as well. In disbelief, most of us see the video again, and now we are shocked, but for a different reason—we can't imagine how we could have missed seeing the woman or the gorilla. They each literally walk right through the middle and are front and center on the screen.

The scary part about this video isn't that we do not see what is in front of our eyes, but that by pre-judging the situation as being about the ball, we set up what we see and what we do not see in the situation. The same thing happens when we think of our problems. We focus on all that is wrong and how much stress it is causing us. But when we focus on the stress in the situation, we are focusing on the ball, and when we think about all the ways in which our life is negatively impacted by the situation and how much stress we have, it is like we are counting the number of passes. The higher that number, the more stressed out we get.

But what if we changed our focus? Problems are rarely what we want, which means when we encounter a problem, we wish something was different in that situation. In reality though, it is often

⁵⁸Jamie Miller, *10-Minute Life Lessons for Kids*, (HarperPerennial, 1998), 37-38.

not the problem that needs to be changed. Rather it is how we see the problem that gets in the way of us recognizing the positive opportunity inherent in the negative stress. What if instead of zeroing in and focusing on the negatives and stresses, we think about what these problems can teach us. We can recenter and regain Inner Peace by focusing on the possible positive scenarios that can result from a stressful situation.

Turning Negatives into Positives

This activity demonstrates that something good can come out of any situation. Have students write about an event in the past that didn't go as planned or as they would have liked. Have them think about the consequences of that event and list a few good things that came out of that situation. Next, have students think of a current situation that isn't what they would like it to be. Have them list a few positive things that have or could come out of it.

Optimism

1. **Turn It into Something Good.** List five positive or good things that can result from the following:
 - a. Broken phone
 - b. Broken arm or leg
 - c. Moving to a new neighborhood
 - d. Failing a test
 - e. Breaking up with someone
 - f. Losing a job

2. **Change Your Point of View.** For each pessimistic statement, have students rephrase with an optimistic statement. For example, "That activity didn't work—I must be a failure" to "That activity didn't work but I know what to do next time." Afterwards, have them come up with an example of a situation where they were pessimistic initially and how they rephrased their thinking to turn their attitude around.
 - a. "I never get to do what I want."
 - b. "Whenever I plan a trip, it always turns out badly."
 - c. "I never go anywhere."
 - d. "I'm not going to the picnic because I know I'll have a terrible time."
 - e. "I can't do this. It's too difficult. I don't know how to do this."
 - f. "No one cares, so why should I care about how I look?"

Positive Self-Talk

We all have a little quiet voice within us that emanates from the heart and can guide us in a positive manner. It lets us know if what we are doing is good for us or not and reinforces our sense of well-being. Once we learn to trust this voice, our sense of well-being increases as we realize that it will truly guide us to act in accordance with our best interests. However, learning to listen to and trust this little voice, and respond appropriately, are the keys to our sense of well-being. If we are able to pause and listen, we can reject the negative self-talk and focus instead on the positive.

The subconscious performs function similar to the memory in the computer. It stores data, information, past events, and programs. In addition to an ordinary computer, the subconscious stores feelings and emotions as well. The programs include programs for automatic functions of the body such as the heartbeat, the breathing, the digestion of food etc. A new program can be installed in the subconscious through various means such as seeing or hearing something repeatedly, saying something verbally or mentally repeatedly [for example, repeating something positive such as 'I am worthy'], or performing an action repeatedly. Behaviors and attitudes can be changed by the application of a new program installed in the subconscious. – Dr. Art-ong Jumsai⁵⁹

The way we react is largely based on our experiences. When we encounter a similar experience, we automatically react in the way that has worked for us in the past. This may not always be best for us (for example, it may not be a peaceful reaction), but it has served us in the past. Often these reactions are not even conscious, but instinctual by virtue of our having trained ourselves to react this way. The key is to try and stop this automatic process by really focusing within, examining the situation and our reaction, and trying to break the cycle by changing the way we react.

Using positive "self-talk" often helps to break the cycle. Once we are able to be in control of our self-talk, we can decide whether to let in positive thoughts or negative thoughts. Has your mind ever said to you: "I can't do that," or "I'll never be able to get good at..."? Rather than accept these negative messages, we can take control and change these into positive messages ("I can't do that yet," or "I'll be able to get good (or better) at ... with practice"). The key is to quiet the mind and learn to listen to the positive messages of the inner voice. And if we can really listen to that little voice within, we can slowly change our automatic responses to situations that might otherwise impact us negatively.

It is our choice whether we listen to positive or negative self-talk. Try to replace the negative messages with "I will learn to" and "I can do this." Or, "I'm getting better and better at this." Making the choice for positive self-talk will lead to a more peaceful life.

Suggestions for implementation:

- Count the number of positive and negative self-talk messages you give yourself for the next two days. Is your self-talk more positive or negative?
- Determine if there is a recurring theme in your messages. What lessons can you learn from this exercise?

Questions for discussion:

- How do you deal with negative self-talk?
- What inspiring words/thoughts do you use?
- What can you do when you start to think negative thoughts or say negative things?
- How can you try to change a negative inner message into a positive inner message?

⁵⁹Jumsai, Art-Ong, *Development of the Human Values Integrated Instructional Model Based on Intuitive Learning Concept*, Unpublished PhD Thesis (Chulalongkorn University, Thailand, 2003), 20-21

Creating Inner Peace Through Silent Sitting and Breathing Exercises



Please refer to Section 2 for an explanation of silent sitting.

Breathing Exercises

Flower Breath⁶⁰

Imagine smelling a beautiful flower, breathe in through the nose and out through the mouth, releasing any tension. Stop and smell the roses, daffodils, daisies or any other flower you like.

Steps:

1. Stand straight up with feet shoulder-width apart
2. Arms and hands are relaxed downward
3. Body is relaxed
4. Eyes closed
5. Focus on lower abdomen (belly) and imagine a small balloon in that space
6. Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly; hold a few seconds
7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle



8. Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
9. Repeat at least 10 times

Ask students how different their bodies feel after the exercise. (Are they more relaxed/calm/peaceful? Do they feel lighter?)

Relaxation (Deep Muscle Relaxation)⁶¹

Steps:

1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
7. Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
9. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.
10. Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds...and relax. Feel the tension leaving your back.
11. Tighten your stomach muscles. Hold for 5 seconds...and relax.
12. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
13. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
14. Bend your ankles toward your body as far as you can. Hold for 5 seconds ...and relax.
15. Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.

⁶⁰Downloaded from <http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf>

⁶¹Downloaded from <http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf>

16. Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and calm. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

Rise and Fall⁶²

Lie on the floor and place an object on your stomach. Breathe in and out through your nose and watch the object on your abdomen rise and fall. When we are focused and paying attention to our thoughts, feelings and choices, we have a much greater opportunity to change those thoughts and feelings that are not serving us well in life and in school. When we grasp this awareness, we see and feel the difference!

Drawing and coloring can be wonderful mind-body exercises to calm and focus your students. Put on soft music, dim the lights, and let your students enjoy creating something beautiful. Being able to tap into the quiet concentration that creating art requires will build your students' capacity for self-calming in upsetting situations. You can give them a handout of a picture of recurring shapes to color or let them create their own.⁶³

Repetition of words: Sit for the appropriate number of minutes and repeat a single word or a phrase silently over and over in your mind, e.g., "Peace," "Calmness," "Joy," "I do not let anything disturb me" [students can suggest others].

Think of a color that represents Peace. Imagine that you are filling yourself with this color and, as you breathe out, filling the whole room with the color. Reflect on how individuals feel and how the group feels after this exercise.

Show pictures of peaceful scenery as a starting point and ask students to reflect during silent sitting on the feelings they invoke. Ask them to suggest how they can draw on these images whenever they are in a situation where they feel disturbed or angry.

Creative visualizations: The teacher can read these aloud while the students follow in their imaginations. Some teachers use relaxing background music while reading the visualization; this is optional.

1. To Reflect on Love and Peace

As you listen to the music, imagine you are strolling on the seashore. It is very beautiful and you feel happy and content. Look at the waves as they gently lap against the beach. Everything around you is beautiful. Look at yourself—inside, you are beautiful too. You are



lovable and beautiful and so are the others around you. Seeing this you feel happy and you send out silent messages of Love and Peace...out across the sea...out across the world...to everything...to everyone.

Breathe out any unpleasant and uncomfortable things that upset you...Know that you have the courage inside you to do what is right...People around you are not your enemies...The uncomfortable things that you breathe out are your real enemies...See the feelings that upset you drift away...As they go you feel peaceful and loving to everyone and everything.

2. Resolving anger

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

3. Resolving violence in thought, word, or action

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

Some examples of values talk/values questioning to promote Inner Peace:

- How did you feel prior to engaging in this activity? After?
- What are some of the benefits of experiencing Inner Peace? How does it benefit others if you are feeling Inner Peace? How do you feel if others around you are peaceful?
- How could this activity change the way you react the next time you experience a situation which interferes with your Inner Peace?



Additional points to bring out in discussion on developing Inner Peace:

Inner Peace is possible at all times if we can just remember to pause and practice some of the tools

⁶²Downloaded from <https://mylearningspringboard.com/energy-calm-brain-breaks-attention-focused-practice/>

⁶³Downloaded from <https://www.weareteachers.com/mind-body-skills/>

mentioned above. This can be most important when we find ourselves surrounded by a chaotic situation or a situation where we feel we are not totally in control.

*"...often people look for circumstances to help achieve a sense of Inner Peace. In fact, this calm, compassionate, deep awareness is actually within each person. It's as if we have a deep reservoir of peacefulness and serenity inside us. What we have to learn to do is tap into it."*⁶⁴

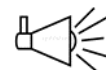
It is also important for us to accept who we truly are, understanding that each of us is unique, with traits and skills that we can nurture and build. This acceptance will strengthen our self-confidence and self-esteem. And while we are learning to practice Inner Peace, we should remember to be patient with ourselves. Developing Inner Peace is like a muscle, it gets strengthened the more it is practiced.

Activities to Promote Peace in the Family/School/Community



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

Sathya Sai



Key points to bring out in a discussion about promoting Peace in the family/school/community:

Tolerance and peaceful communication are key qualities in promoting Peace among people. Tolerance allows people of different backgrounds, cultures, religions, and races to learn, work, and live together, and this leads to greater understanding and unity. Peace can only come when people become free from hatred and are willing to understand and respect each other's differences. If people are unable to tolerate each other, they become angry and frustrated. Respectful communication permits people to listen to other viewpoints, and accept diverse viewpoints, even if they differ from their own. Discussion can include having students identify their similarities, obstacles to understanding, and ways to overcome these obstacles. Listening respectfully in order to understand instead of thinking about how we are going to respond leads to greater understanding, tolerance, and ultimately Peace.

⁶⁴Ashley Davis Bush, *The Little Book of Inner Peace: Simple Practices for Less Angst, More Calm*, as cited in <https://www.oprahdaily.com/life/a29474453/how-to-find-inner-peace/>.

Peace in the Family/School/Community Through Developing Tolerance

Positive Reinforcement Game

Have each student write his/her name at the top of a piece of paper. Students then pass this paper to their left. The student on the left writes down a positive characteristic of the student whose name is at the top, then the paper gets passed to the left again. Continue until each student has had a chance to write a positive comment on each paper and the original paper is back with the student. You can have a list of positive characteristics or let students come up with their own.

Discuss with the participants how they feel about the characteristics that have been written about them. Some questions:

- do they feel that the characteristic is true of them?
- if not, why not as others think that the characteristic is appropriate?
- did they feel good reading about what was written?

Positive characteristics list:

adventurous	brave	bright
calm	careful	communicative
loving	loyal	modest
neat	optimistic	sociable
sympathetic	compassionate	conscientious
considerate	courteous	creative
determined	diligent	easygoing
patient	polite	reliable
sensible	sincere	enthusiastic
faithful	friendly	funny
generous	gentle	hard-working
helpful	honest	kind
thoughtful	warmhearted	

Prejudice Activity⁶⁵

The activities listed in this guide help make students aware of unconscious prejudices and focus on celebrating diversity and our own uniqueness. For instructions, please refer to the guide (reference in footnote).

⁶⁵Diversity activities can be found at: https://www.uh.edu/cdi/diversity_education/resources/_files/_activities/diversity-activities-resource-guide.pdf

Cross the Line⁶⁶

This activity will allow students to both acknowledge and address ways they are similar and unique from each other. For instructions, please refer to the reference in footnote, below.

Peaceful Communication With Others

Speaking Obligingly⁶⁷

When you choose to speak obligingly, you can say things that might have created a quarrel had you said them differently. Your tone of voice can also contribute to a sense that you are speaking obligingly or not. For example, you can say no to a request in a way that creates resentment or ill will: "You don't meet my requests when you don't feel like it, so I'm not going to do what you asked." Or you can say no in a different way: "I would love to meet your request at a different time. But I'm afraid that I can't say yes right now."

How would you rephrase the following statements to speak obligingly?

1. Rushing somebody by saying "Come on. What's taking you so long?" ("You're worth waiting for. Nevertheless, I would appreciate it if you could hurry.")
2. "That's ridiculous." ("I see some difficulties with that.")
3. "How could anyone in their right mind think that?" ("I think that another position has its merits.")
4. "That's totally stupid." ("Let's look at this in another way.")
5. Saying, in an angry or aggravated tone, "Don't you understand what I'm saying?" ("I must not have expressed myself clearly. Let me explain what I mean.")
6. "Can't you ever do anything right?" ("I see you're having difficulty. Maybe I can explain it in a different way.")

How would you respond in the following circumstances?

1. You run into somebody you haven't seen in a while. After briefly chatting, he says you must get together, and you agree although you have no intention of seeing him. What should you have said?
2. "Do I look fat?" ("The clothes make you look fat," or "you have clothes that are more complimentary.")
3. A friend asks to borrow your car. He's not a safe driver and has had several accidents.
4. A friend wants to borrow money. In the past, he's never paid you back.

⁶⁶<https://www.svsd.net/cms/lib/PA01001234/Centricity/Domain/785/CrosstheLinePart2.pdf>

⁶⁷from *Sathya Sai Newsletter, USA*, vol. 37, No. 3, summer 2013, p. 68; [Sathya Sai Newsletter \(yumpu.com\)](http://SathyaSaiNewsletter(yumpu.com))

5. A friend needed a place to live for a few days, which extended into a few weeks, then a few months. He's not contributing to the household, and your patience is wearing thin.

Roleplay

Roleplay can develop skills of working cooperatively together and reacting appropriately to different situations. Palmer⁶⁸ suggests that in language classes pupils can be asked to roleplay a scene where, for example, somebody pushes in front in the cafeteria line. After the roleplay, the teacher can ask questions like:

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

Some examples of values talk/values questioning to promote Peace in the family/school/community:

- How did [this activity] promote Peace within your family/school/community?
- Did anything interfere with your ability to understand another point of view? How did you overcome this?
- How did understanding another point of view increase the feeling of Peace within your family/school/community?
- What are the benefits of being exposed to viewpoints that are different from your own?
- What might you do differently the next time a similar situation arises?

Activities for Discussing World Peace



Key points to bring out in discussing World Peace:

Similar to creating peaceful families and communities, World Peace is dependent on tolerance, understanding different viewpoints, and respect, and a willingness to seek common solutions to problems



⁶⁸J. Palmer, Conflict resolution: strategies for the elementary classroom in *Social Studies*, 92 (2), (2001), 65-68.

that impact the global community. Understanding the underlying reasons for the lack of World Peace is a necessary starting point to be able to create solutions that remedy the problems facing the world. It is important to keep in mind that before we can truly have World Peace, we first need internal Peace, which leads to Peace in our local environments; otherwise, the solutions will not have resonance and will be hollow.

Conflict resolution

Sometimes topics can be set that focus directly on conflict resolution, as illustrated in the following activities suggested in *Learning to Live Together in Peace and Harmony*.⁶⁹

- Present pictures and articles from newspapers highlighting difficulties for people caused by political/religious conflicts or natural disasters. (Choose material that is as recent as possible and related to events which provoked much argument in your society, and in which many students will be interested.)
- Discuss what the people who live in areas of conflict should do: for instance, by being tolerant of other people's religions or political ideologies, understanding other races' cultures, not invading other people's rights, etc.
- Discuss what people who live in areas beyond the conflict could do, e.g., to reconcile the conflicting nations or races, sending relief goods and volunteers, etc.
- Discuss young people's activities aimed at achieving Peace in the world.
- Ask 'how' questions:
 - ◊ How could all countries or people help each other to solve global problems?
 - ◊ What are the reasons that people set up international co-operative organizations?

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

- Reviewing your life, who are the people you have found yourself in conflict with?

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

- What issues usually surround your conflicts?
- How did you feel each time you found yourself in conflict with someone? Do you notice a general pattern with regard to the way you feel towards conflict? Fear? Irritation?
- How do you usually handle conflicts - through fight, flight or not facing up to resolving them? Once again, do you notice a general pattern in the way you usually deal with

conflicts?

- What accounts for your feelings and/or behaviors toward conflict? What factors in your life influence your response?
- What usually results from the way you handle conflict situations?
- What alternatives might you consider for handling these conflict situations more effectively?
 - ◊ Through this activity, I was particularly struck by ...
 - ◊ I became much more aware of
 - ◊ I once more realize that I....
 - ◊ It made me happy/disappointed to see that I....
 - ◊ As a result, I am seriously considering....

In addition to talking directly about conflict resolution, the teacher can set group activities that will deliberately cause conflicts to occur. One way to do this is to be aware of the three types of conflict, as suggested by Palmer⁷⁰, and to create opportunities for:

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

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

Roleplay

*When an atomic bomb is exploded thousands of miles away in some far-off country, the fall-out travelling all over the world contaminates the atmosphere, poisons vegetation and distorts life, say the doctors who have to deal with them. The effects of hatred and greed, of pride and envy that result from the shouts of discontent or animosity also pollute the air equally seriously.*⁷¹

- Roleplay suggestion: Students could roleplay a World Health Organization meeting at which they discussed solutions to this problem. Students could choose roles that include people from different countries (e.g., the delegations from the countries most affected by this could reach a solution that suited them both) and/or people from different professions or walks of life.

⁶⁹*Learning to Live Together in Peace and Harmony*, a UNESCO-APNIEVE Sourcebook, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, 1998

⁷⁰J. Palmer, Conflict resolution: strategies for the elementary classroom in *Social Studies*, 92 (2), (2001), 65-68.

⁷¹<https://saispeaks.sathyasai.org/discourse/truth-truth-0>

- To demonstrate the impact of non-peaceful communication, have students pair-up.
 - a. For one minute... the pairs are to talk to each other in loud and excited voices and using angry words (talk about anything). STOP
 - b. For one minute... the pairs are to talk to one another in calm and relaxed voices, choosing their words carefully to be peaceful (talk about anything). STOP
 - c. Discussion: What did they notice (internally) after speaking with each style of speaking?

Similarities and differences

In groups, ask students to brainstorm about the differences and similarities between people of different races, cultures, or beliefs. Use this as a basis for discussion, to determine whether the differences or the similarities are more important.

Differences might include skin color, language, and cultural beliefs.

Similarities can include:

- all have the same-colored blood
- all are made up of around 60% of water
- all have hearts and need to be loved

Some examples of values talk/values questioning to promote World Peace:

- How could [this activity] promote World Peace?
- Did anything interfere with your ability to understand another point of view? How did you overcome this?
- How could understanding another point of view increase World Peace?
- What are the benefits of being exposed to viewpoints that are different from your own?
- How might you react differently from usual, the next time you meet somebody from a different culture? How might this affect your own feelings of Peace? How might it influence a more peaceful class/school/community?

Peace cannot be achieved through violence. It can only be attained through understanding.

Ralph Waldo Emerson



SECTION 6: Parting Thoughts

What can you do to promote world peace? Go home and love your family.

Mother Teresa



Parting Thoughts

In the practice of Peace, there is nothing as satisfying as successfully developing and practicing harmony between thought, word, and deed (head, heart, and hands—or other organ of action) in all of our personal interactions and activities.

To do this is a service to ourselves and our communities. It allows us to be better positioned to provide help always, and never hurt those around us. This practice provides us with an understanding of the self, and how Peace within ourselves can help bring about peaceful outcomes for those around us.

The activities and techniques presented in the above sections can be used in a variety of community settings, as well as in the home and workplace.

Community settings can include after-school programs, workplace, community agencies and organizations, juvenile detention centers, prisons, rehabilitation centers, leadership programs, orphanages, programs for physically-challenged youth and adults, preventive and substance abuse programs, programs for abused women or children, teen pregnancy programs, and parenting workshops.

Readers can select activities that address a particular need or issue (e.g., conflict, stress, anger, frustration, etc.), or use the suggestions for bringing Peace into their curriculum subjects. It is important for teachers and students to do these activities together. It can also be very valuable for colleagues to do them together, for example in a staff meeting.

Even when all students are given a chance to learn and develop the practice of Peace, it may appear that some are not responding at first. However, it is important to keep in mind that they will respond to values at their own individual pace; we never know when a stimulus will take hold in an individual. Each student has a unique background and make-up—physical, mental, and academic—but with encouragement and support students who may not always behave in peaceful ways because they are hampered by challenges or even handicapped by disabilities can flourish and the gap between them and the rest of the class can be bridged. It is usually best to discuss, listen and persevere, especially with new or challenging students.

Our role as teachers is to see all the facets of each student and act as guides to help them to reflect on good values while identifying answers and solutions to problems and helping them to exhibit appropriate, respectful self-expression and to make decisions from a position of Peace. All that may be needed is peaceful guidance.

It is important, too, to remember that the human values are not only for our students. By practicing them in our own lives we can become more peaceful and better equipped to handle our own challenges. In doing so, we are better equipped to help our students meet their challenges.

In summary, the message we have attempted to convey through this book is the importance of looking after ourselves first, so we are then in a better position to look after others:

Learning all about external things without knowing your real self is like studying the branches of a tree, ignoring its roots. There are many fruits on the tree. We can see the fruits. What happens if you water those fruits? They will fall down. But if you water the roots down below, the tree flourishes and will give fruits which can be enjoyed. You have to develop self-knowledge and self-confidence and then only you can help others.⁷²

Recharging our own batteries through the activities and techniques presented in this book will empower us not only to become conveyors of academic knowledge, but also to help bring about a transformation of the heart and soul of each student so that they may learn to practice harmony between thought, word, and deed and lead peaceful, productive, loving, and nonviolent lives.

Afterword

The end of education is character. Education without character is useless. – Sathya Sai

"**The Essence of World Peace**" is being offered to educators who are interested in following a multi-cultural and secular approach to developing the naturally inherent values of Truth, Love, Peace, Right Conduct, and Nonviolence within themselves, their students and young people.

Students who are both skilled in academic areas AND have good characters are of great value to society. Similarly, teachers who practice human values enrich their own lives and become beacons of light in their classrooms, their families, and their communities. Ideal education brings out the inherent human values of Truth, Love, Peace, Right Conduct, and Nonviolence, develops and fosters a sterling character and promotes a vibrant personality.

When thoughts emanate from a mind purified by Love, they will result in Right Conduct. When Love becomes part of your experience, thought and action you get Peace. When you comprehend Love clearly, Nonviolence will result automatically. So, Love is the unseen undercurrent binding all four human values. It can be summarized thus: Love in Speech is Truth; Love in Action is Right Conduct; Love in Thought is Peace; Love in Understanding is Nonviolence. Love is the common denominator for all these values.—Sathya Sai

Our society today is faced continually with moral and ethical challenges which can be solved through the education of children and young people in accordance with the principles of the world's great cultural traditions, as recently set forth and expounded by the Sathya Sai Education in Human Values Program, developed by Sathya Sai, a celebrated educator and social-reformer (1926-2011).

"**The Essence of World Peace**" is presented to readers with the hope that it will benefit all earnest educators who are interested in the human values arena.

⁷²Sathya Sai, *Sathya Sai Speaks*, vol. 18, ch. 5, January 1, 1985

Anecdotal evidence from years of observation of students and adults emerging from Sathya Sai Education in Human Values programs has shown that the development of the Human Values of Truth, Love, Peace, Right Conduct, and Nonviolence increases better outcomes for both educators, students, and society at large.

Education that seeks to advance the values of Truth, Love, Peace, Right Conduct, and Nonviolence is the mission and mandate of Sathya Sai Education in Human Values internationally.

Training to incorporate Human Values into schools, and indeed into any aspect of life, is designed not only for teachers, but for parents and all adults, irrespective of educational, secular, or non-secular backgrounds. More information and training courses on providing the skills and resources in the Human Values of Truth, Right Conduct, Peace, Love, and Nonviolence to make an immediate and real difference to student's lives are available.

For further information, please contact: PeaceBookSSEHV@gmail.com.



SECTION 7: Links to Organizations That Focus on Peace

Your call to power is to slow down and reflect within. Gather the peace within yourself before you go out and act among the world. The feel good feeling that lasts is only achieved when you yourself know peace. Nothing is more powerful. This is why you have the highs and lows, the mood swings, the transcendent ecstasy followed by the crash. It is because you have yet to develop a foundation of peace for yourself that acts as an unmovable anchor in your life. Establish this peace in your life and you will experience a whole new reality of the world that flows with you in every way possible, rather than against you.

Alaric Hutchinson



Links to organizations that focus on Peace

National and International Peace Activities

The United Nations' International Peace Day is celebrated each year on 21st September. Activities and resources from this book can be used to create a celebration of that day.

This can be an opportunity for students to engage in online discussions with students in other countries, or even other communities in their own country, for example, on the topic of "What does Peace mean where we are?", followed by "This is what we are going to do in our class to work for Peace."

- Dalai Lama Center for Peace and Education (<https://dalailamacenter.org>)
- The New York Center for Nonviolent Communication (NYCNVC) (<https://www.nycnvc.org/what-is-nycnvc>)
- Peace First (<https://www.peacefirst.org/about-peace-first>)
- Euphrates Institute (<https://www.euphrates.org/>)
- Kids for Peace (<https://kidsforpeaceglobal.org>)
- Peaceful Schools International ([Microsoft Word - USIP Guide April 2012.docx](#) (peacefulschoolsinternational.org))

Useful links to Peace-related activities

- Peace First (<https://www.peacefirst.org/peace-first-digital-activity-center>)
- International Day of Peace activities ([15 International Day of Peace Activities and Books](#) ([Free Downloads](#)) | [Teach Starter](#))
- Peace Games ([PeaceGames.pdf](#) (seedsofpeace.org))
- Teach Peace Now ([Free Peace Activity Ideas for Parents and Teachers - Teach Peace Now](#))
- Carrots are Orange ([Teach Kids Peace - 11 Simple Ways for YOU](#) (carrotsareorange.com))
- Peacebuilding Toolkit for Educators ([GPC Educator Toolkit-\(MiddleSchool\) combined.pdf](#) (usip.org))
- Wandering Educators ([10 Ideas for Teaching about International Peace Day: September 21](#) | [Wandering Educators](#))

Our work for peace must begin within the private world of each one of us.

Dag Hammarskjöld



SECTION 8: How Youth From Around the World Feel About Peace



Sarah, Grade 9 United States of America



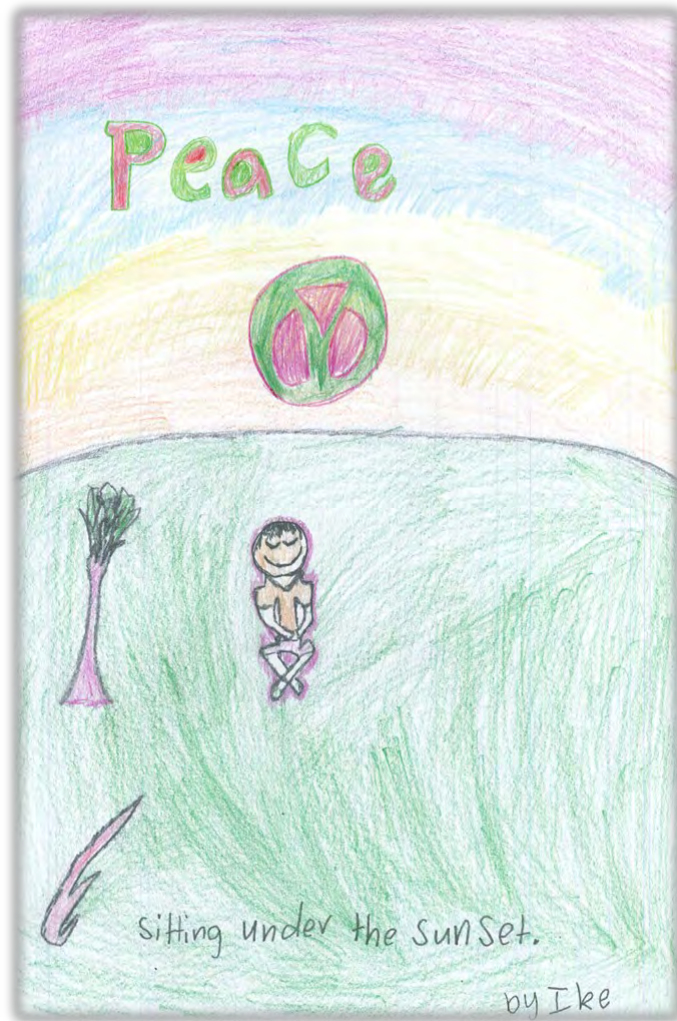
Archie, Grade 1, Australia



Rani, Grade 1, Australia



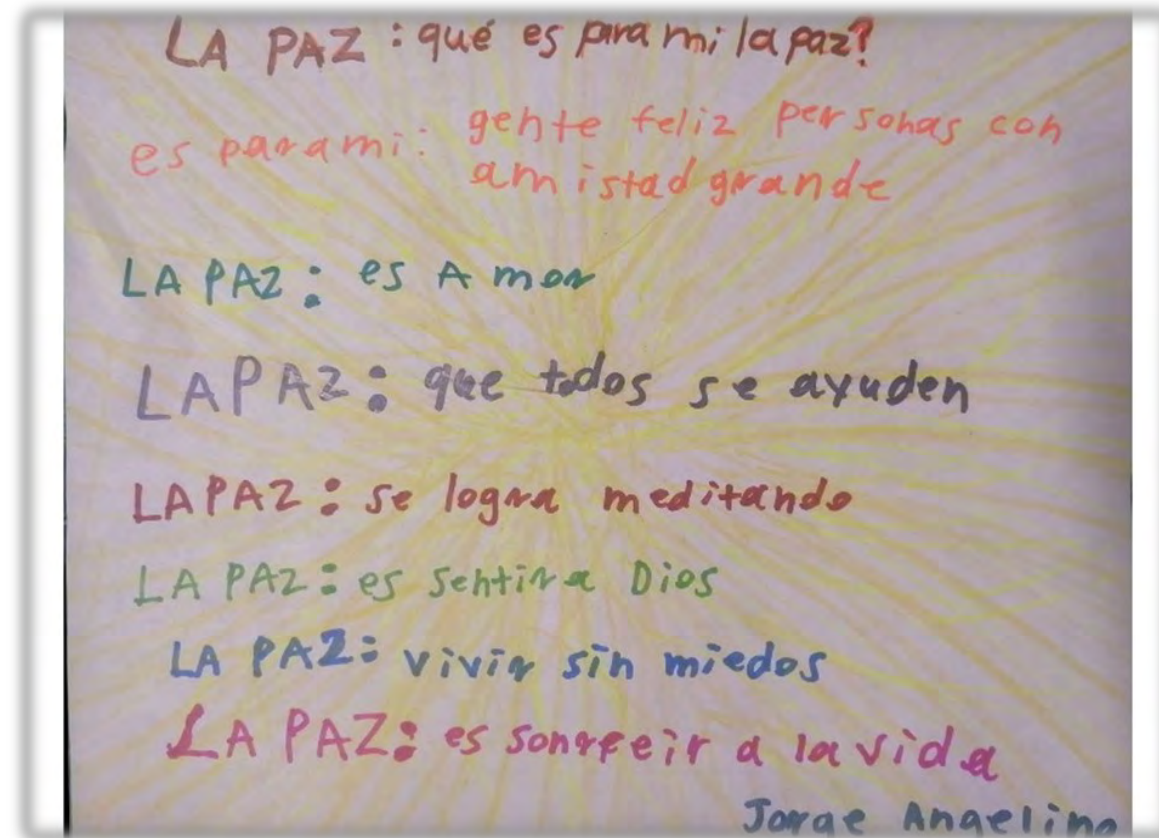
Krista, Age 14, United States of America



Ike, Grade 1, Australia



Liev, Australia Grade 1



Jorge, Age 10 years, Mexico



Yasmin, Grade 1, Australia



Caylin & Isabella, Age 11, United States of America



Elizabeth, Age 9, United States of America

Inner Peace



6 year-old, Morocco



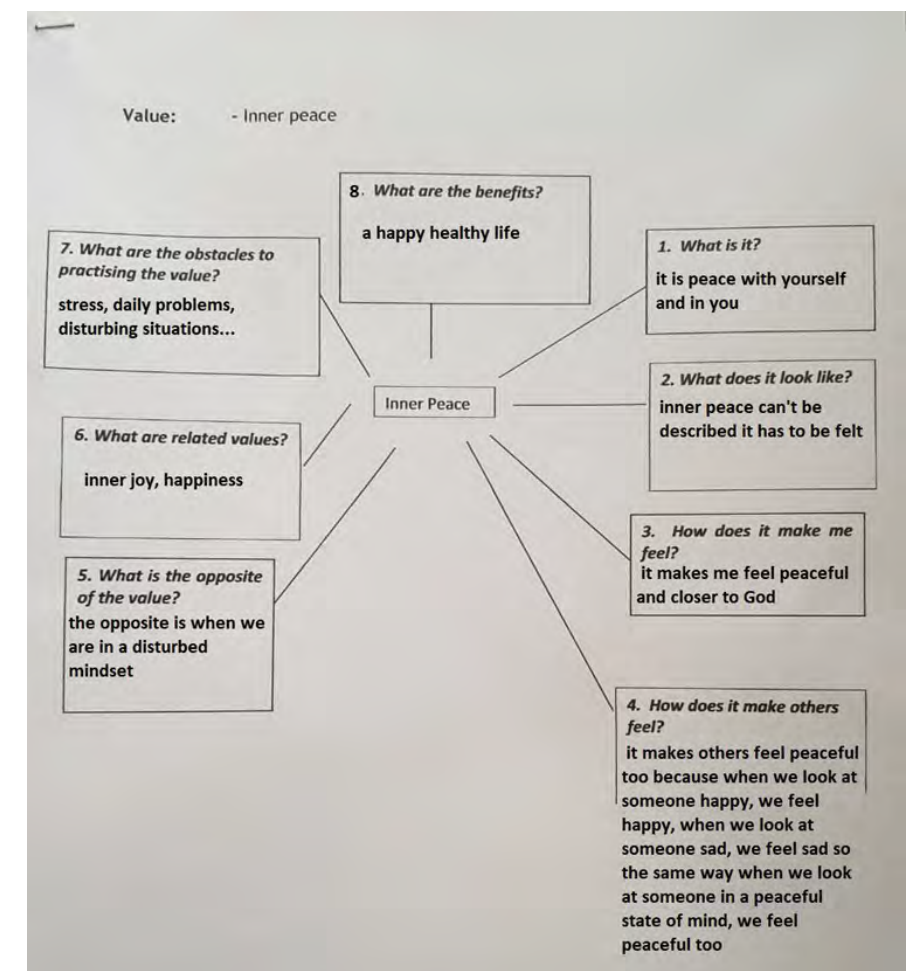
Nysa, Age 9, United States of America



SSEHV Students, Spain

Inner peace is peace with yourself and in you. It is important for a **happy** and healthy life. Peace in the family/ the school/the community is harmony with others. It is important because you are in a calm state of mind, you have less problems and arguments. It means that we are unified.

Prisha, 14 years, Morocco



Inner Peace is controlling your thoughts, having pure feelings, having a balance and stable mind and thinking positive thoughts. Why is it important? To be a more focused, harmonized individual. What does it mean to me? Having Inner Peace means you are confident/higher self-esteem, one with yourself, less attachment to the outer-world. Everyone has the right to feel validated.

Vasant, 15 years, Trinidad W.I

Peace is an essential value which involves a combination of love, contentment, faith and happiness. It greatly affects our minds and harmonises our thoughts, words and actions. Many people wish for world peace, hoping for a world without war, hatred, and its many related vices. However, peace begins with each individual. Unless I am able to truly be at peace with myself, I cannot properly influence others to be peaceful, nor can the peace from outside relieve me. Indeed, a truly peaceful person will experience only peace everywhere. Peace, in my opinion, is the absence of agitation of the mind, as the individual experiences the sweet stillness of all thoughts. Unfortunately, our mind easily becomes unbalanced due to desires, attachments, or ego. Too often our thinking becomes obsessive over things we want, people we interact with, or body identification including being praised or hurt. Unless we are able to control our minds to remain in a perpetual state of equanimity, we will be unable to experience everlasting peace. Instead, we will get caught up in the joys and sorrows, ups and downs of life. While there are many techniques to train the mind to be steady, a proper understanding of the root cause of the problem is necessary to ensure a permanent solution. One should often do self-analysis, reflecting on the real trigger of agitation and ask oneself if the cause of mental unrest is worth the disease which it is creating. By regarding all issues as negligible, wilfully seeing good in all, we can keep calm and at peace with ourselves. Only then can we spread peace to others and the world.

Narda Mewah, Trinidad

Inner Peace is a feeling of calmness, happiness and self-control when one feels stressed or anxious. Inner Peace is important because it can improve your health. When you have inner peace it allows you to relax and use your feelings and emotions in a positive way. Inner Peace, to me, is being able to control my feelings and emotions when I am stressed by doing, thinking and speaking positive things that would enlighten me rather than make me angry.

Sophia, 7 years, West Indies

Inner peace is feeling good inside your heart.

Prarthana, 9 years, Hong Kong.

Peace

*By: Neha (Morocco,
14 years old)*

Peace is like a rainbow
Give peace to all the land
Give peace to our Earth
As we love our country,
that's how to get peace.

I am content with my helping hands.
Henry, Grade 2, Australia..

Inner peace refers to the way I feel inside. It is important to have inner peace because it makes you feel all the happy emotions inside. Inner peace keeps me calm and helps me to have good relations with others.

Nela Nyla, West Indies

I am content with my loving and caring heart.

Dhara, Grade 2, Australia.

Peace

By: Prisha, (Morocco, 14 years old)

Peace is what unifies one another,
Peace is a feeling of inner joy and happiness,
So why fight when you can make peace?
The night won't end quicker
If you choose to fight.

Why wait to live in a peaceful place, in Heaven?
Why not make our world, our Heaven?
When the soul finds peace,
All, of man's enemies are released.

Happy with who I am, happy
with what I've got,
comfortable with who I am.

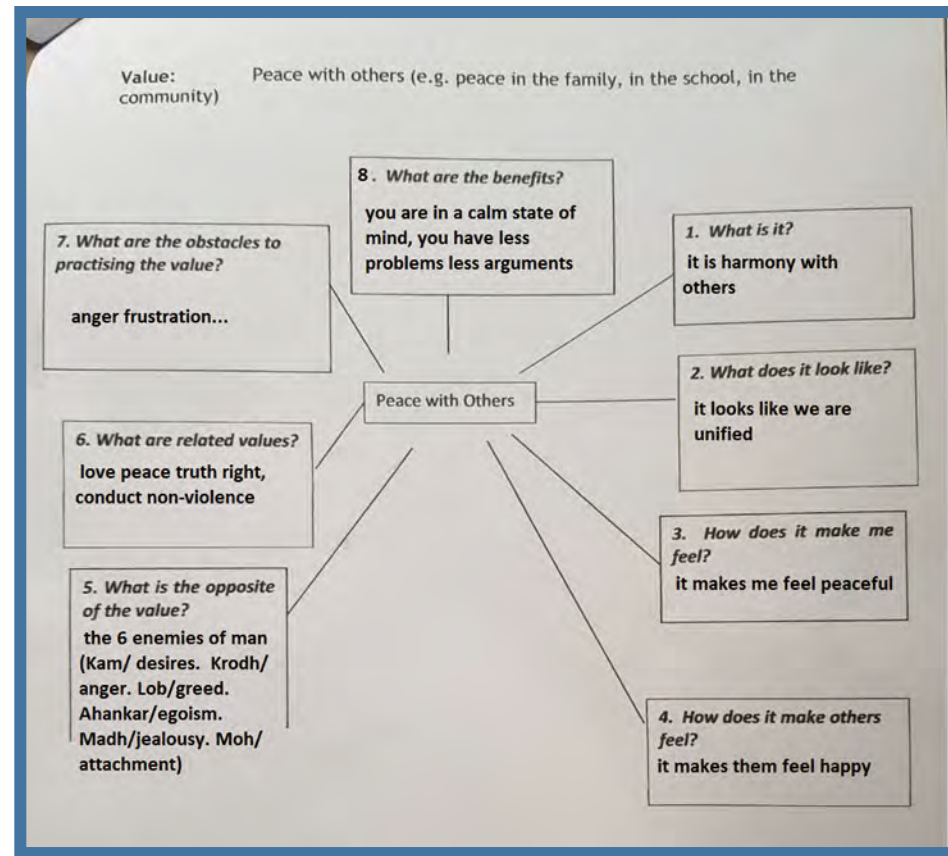
Isla, Grade 2, Australia.

Inner peace is calmness.
Divyana, 9 years, Hong Kong. .

Peace With Family/Friends/Community

Having Peace in the family/ community/school means you accept the members in the group/family, there will be cooperation, understanding, living in harmony and transparency, things won't always go smoothly at all times but when there is Peace in the groups/members can help each other in their weak moments.

Vasant, 15 years, Trinidad W.I



Peace in the family/ the school/ the community is being able to respect and understand one another, even in the face of conflict. Peace in the family/school/ community is important because it helps to create a loving, calm environment where conflicts are resolved easily and peacefully. Peace in the family/the school/ the community, to me, means being able to have better relationships with family, friends, teachers and members of the community by respecting, understanding and communicating with each other in a peaceful manner, even when we disagree.

Sophia, 7 years, West Indies

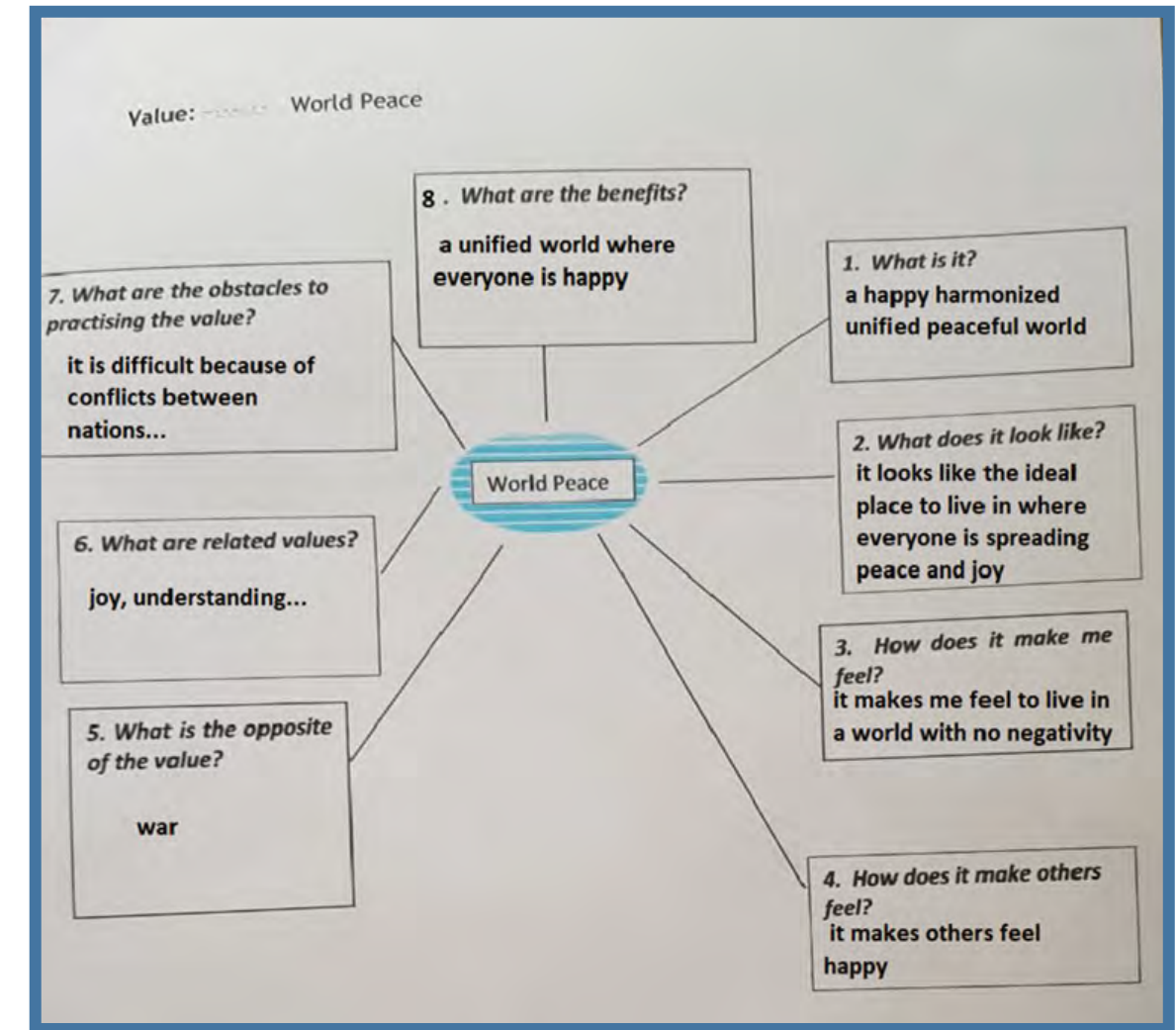
Peace in the family/ the school/the community is harmony with others. It is important because you are in a calm state of mind, you have less problems and arguments. It means that we are unified.

Prisha, 14 years, Morocco

Peace is love. It helps you to have faith in your family and friends.

Ojasvi, 9 years, Hong Kong.

World Peace



World peace is a happy, harmonized, peaceful pure world. It is important: to be unified and happy. It means to live in a world with no negativity.

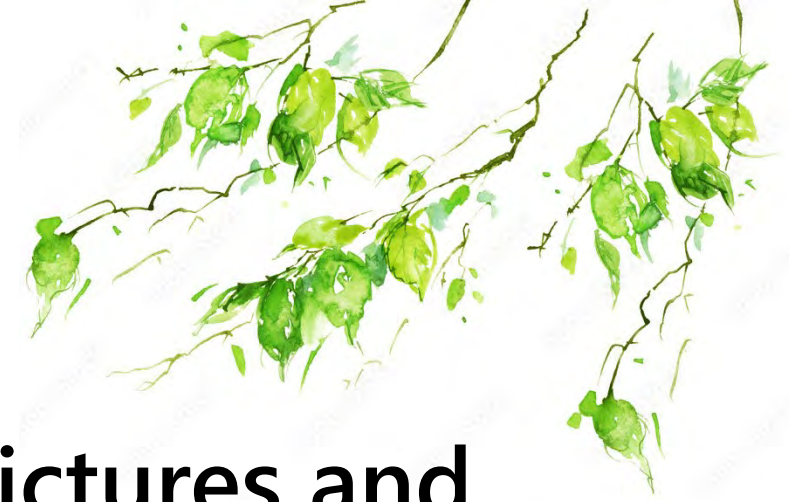
Prisha, 14 years, Morocco

World peace is that the whole world is calm and peaceful and loved.

Ryka, 9 years, Hong Kong.

World peace is an idea of a world without violence, where nations try to work with each other. World Peace is important because when things are resolved through peace; peace strengthens, builds and restores, but war only destroys and tears apart. World Peace, to me, is when all nations and people are able to live in harmony and love, without any violence. To achieve this we must love all and serve all; help ever and hurt never, and once we start doing this others will follow and then we might have World Peace.

Sophia, 7 years, West Indies



SECTION 9: Pictures and Writings by 10th Grade Students From The Sathya Sai School Of Thailand, Lopburi, Thailand on the Theme "Let Peace on Earth Begin With Me"

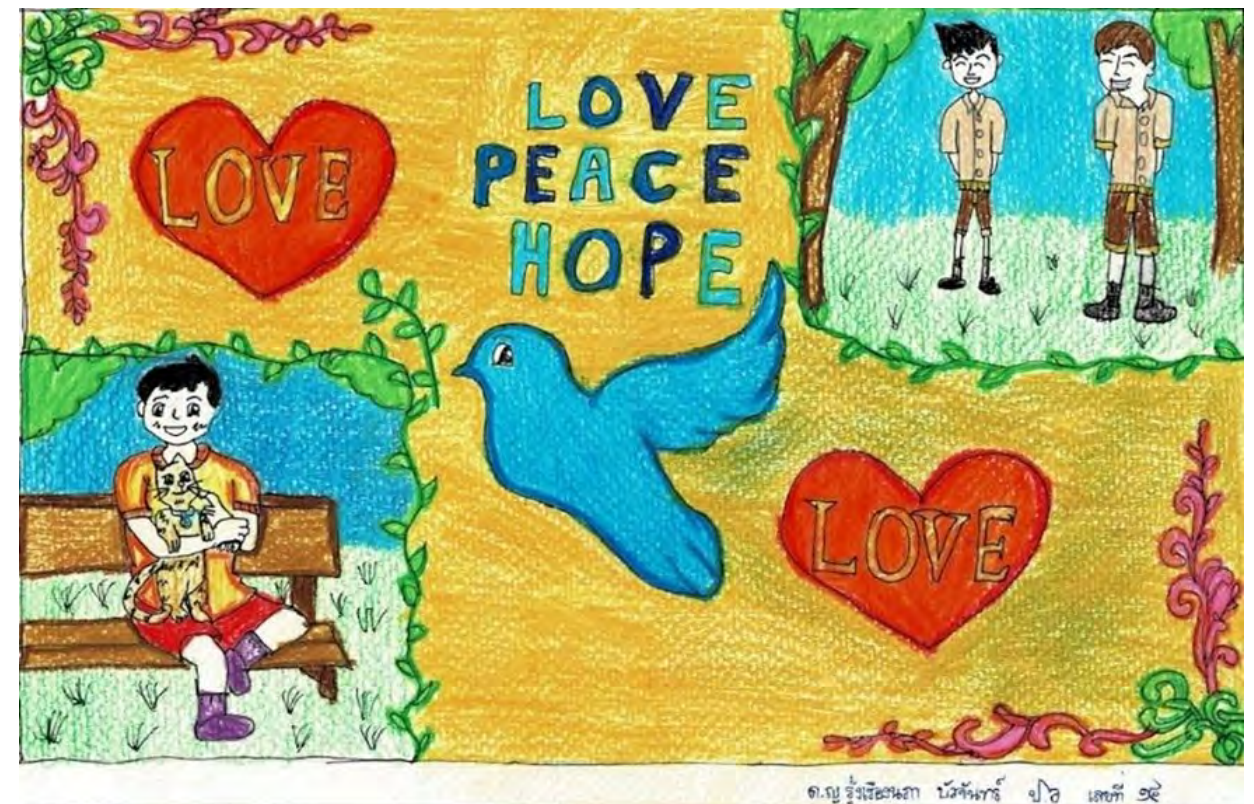
World peace is happiness within and among all people and nations on earth. Sharing the five human values can create a better world for you and me. Being kind to nature and animals will only make us happier inside. I would love for the world to help each other find peace so we can all live in love.

World peace is when everyone is silent.

Divyana, 9 years, Hong Kong.

World Peace is the WATCH words that we should live by. It is also acceptance, fairness and nonviolence (no wars). Why is it important? Peace will bring about unity, friendships, communication, self-discipline and self-respect, with this there will be harmony in thoughts words and deeds. What does it mean to me? Practicing peace, living with peace, first is being quiet and having a relaxed, focused, controlled and calm mind. If everyone is at peace, the world would be at peace.

Vasant 15 years, Trinidad W.I





♥ World peace day

Peace is a normal word, but when we hear this word. We feel different. When I hear this word I feel relaxed. I think everyone like this word, but why we can't were live in peace! If people around the world lived in peace. The world would be great! We wouldn't have conflicts, problems and fighting. Everyone likes peace, but they love himself more than peace. When you start having peace in your heart and sending it to others people. The world will be a better place. I think it will be good, If everyone does like this. Then the world will be full of peace.

chaunin chinno kanoon

Peace On Earth Begins With Me.

Thailand is now facing many crises. The problems of economy, politics, so or even the influence of foreign culture. These problems have create a haze for Thailand's bright future. But I always believe that in the dark sky, There is also a star guiding us amidst the crisis. There are always opportunities. It is a future for Thailand that I dream to have a chance to see. How can Thailand be "free" from such crisis? The fact is present here It is the peace on earth I want to see it and that begins with ourselves. I think in the world there's nothing I can't do. Like the peace that the world needs, if no one starts, it will not be peaceful. So this can only happen when we start. By the beginning of the story, such as the people around them should treat them with courtesy. And finally, peace is there, it starts at us.

World Peace Day begins with me

How was peace born? I will tell you something.

Back on 1st September 1939 the second world war started, First it started from Germany attacking Poland; England and France. In the second world war there were a lot of loses. Now you may wonder why I'm telling this story. It is because it connects to the man who began this disaster, he was Adolf Hitler. He started the second world war. And he killed a lot of Jews. Why did he do this? He gave a reason "I believe in Jesus and Jesus was against the jews, that is my motivation". Humans are very complicated, you can not know how they think, if the world war can begin from only one man, the peace can begin from only one man too, so everyone should start it from themselves and I will do it too. World peace begins with everyone and world peace begins with me.

Peace On Earth Begins With Me

Peace is the thing that everybody wants also our Earth. If we open our heart to each others, sacrifice your own happiness, make peace in your heart and give it to others. Our Earth will have peace.

Did you know that our world is peaceful, But since everyone is in peace. It makes everyone find peace, it's not that bad, it's just the way it is, we just create peace in our minds and send peace to many others. There are several ways to do this. The sacrifice creating happiness, Even if it is a strange act, it can be happy because if we think well, do good and say good things, people around us will be happy as well. Peaceful.

to the final round in the world cup for the first time in history. Of course! was a happy time and they had a great celebration, But the captain of the team was interviewed in the end he said "Everybody in Ivory coast from north, south, center and west today we can show you that unity can take us to play in the world cup. We promise this great celebration will make us have unity" and he knelt to request with 3 words: "for giving, for giving, for giving". After that day everybody wondered why they celebrated by kneeling like this? The answer is the Ivory Coast had a civil war for 3 years. This war killed many people, Untill the International team of Ivory Coast went to world cup. That day when the captain of team wished everyone to for-give each other. While the long war of many years didn't seem as if it would ever stop! , But after that request over the world cup competition when they competed both the Government side and the opposite side stoped the civil war and changed to cheer the football team. It was the first time that they united as the light of peace beamed again.

After sometime the civil war commenced again. In June, 2007 the same team captain of the football didn't want to see people in his country kill each other. He requested should something which beamed impossible. He said "I only want one thigs, That is our country should be united not two factions like this. I know when we competed football the Ivory coast will be united". When the international captain finished his speech he asked

This request was almost impossible they was no way to work together, But an credible things happened beyond together's imagination. They listened to the request of team captain. Everyone who went to war knews it would finish. Leaders from both sides did as the team captain requested. They come to see the football competition and used the weapons which before were used in war only for safety. Before the game started the national anthem was song louder than before. At that time their was no government side or opposition side only the Ivory coast.

In the end the Ivory coast won 5-0, but it's great victory not was as important as everyone in the Ivory Coast confederate singing the National anthem together. A fire blazed in the center of the stadium, But not the dangerous fire, ~~because~~ it was the fire of peace. The people threw weapons into the fire because the war was over. The people walked together and the president announed to the world that the war in Ivory coast was terminated. The name of the International team captain and our hero is "Didier Drogba".

Finally peace in our dream began because of football.



Peace on Earth begins with me.



Earth is the place where everyone lives. We should live together with love, compassion, listen to each other and sacrifice then we will live in peace. Peace on earth can start with our selves. When we have peace in our hearts. What ever we are going to do, we will do it in a good way. So the peace in our hearts will grow and spread all over the world. The world will be filled with smiles and laughter. Sometimes when bad events happen, we will join together to solve them together with out any condition. We will help with our hearts.



Heal the world
 Make it a better place
 For you and for me
 And the entire human race
 There are people dying
 If you care enough
 For the living
 Make a better place
 For you and for me



Toophom Bunyisa Mangkonkaew G.10



Peace on Earth begins with me.



A peaceful world is the place where human beings live together without compromising one another and always giving to one another. Disturbance starts from misunderstanding. someone had a different thought or believe and it made conflict in the community.

Wouldn't it be better if the world still has different believes but everyone can be happy together?

Whenever there is a problem we have to solve it. When the problem is in our minds we need to solve that from within. Even the most difficult problem can be solved it in the simplest way by starting from ourselves.

"External peace begins with inner peace"



Plaimesa Purisang G.10

Peace on Earth begin with me



Peace is a very important part of human happiness. Now, our world has many problems, many conflicts. The problems are caused by everyone on the planet. So everyone is contributing to our world peace. Just starting with our thoughts and actions, such as not thinking evil of others. Helping others Listen to the opinions of others. Accept the differences of others and understand each other. Optimism or control one's emotions At least if everyone can do it. Everyone will have many smiles and joys And our world will be peaceful. Just everyone starts with their own thought and actions.

Fah @
-Sudaratt Un-Uphan-



Peace on Earth begins with me. ✨

Peace is what everybody should have. If you want to have peace, it starts from understanding others and listening to others opinions because everybody doesn't agree which makes conflict. Conflict is a main reason why we don't have peace.

In the world have many people live. We live under certain rules, the main rule is peace. Peace can't begin from others if you don't start by yourself. We can do many different things such as smile at each other. I believe that action causes reaction. If we have peace in our hearts we will be happy. When we're happy we'll smile and when we smile to others they will smile back at you. Smiles can make us happy. If everyone smiled everyone will be happy and when everybody happy the world will have peace in the end. This is one way in which we can start by ourselves and everybody should do it. moreover sacrificing is one important thing. If we sacrifice our happiness for others, we'll receive much more happiness in return.

Supisara Inthong Grade 10.

Peace on Earth and let it begin with me ♥♥♥

Peace is a peaceful coexistence, contrary to war, which destroys everyone and leads to catastrophe. All wars lead to loss and suffering. Although the world is calling for peace there are still wars fighting and terrorism. In the age of globalization, information technology has progressed. Today communities around the world can get information quickly and easily. The images seen through almost every media report are about many conflicts and violence around the world in Thailand. Which is called the a land of smiles.

The important factor that will lead to the creation of peace by the free media is the consciousness of everyone in society. This is a consciousness in which everyone has love and compassion. It will lead to peace in Thai society and in the world.



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Subject Peace on Earth begins with me
To Everybody who lives on Earth

When will world peace happen? It will happen when you make it happen.

Earth is the place where we live. We have lived on this planet for a long time. We get many things from it – knowledge, food, medicine, habitat and love – and what do we give back to our Earth? War comes from human thought. It has been for a long time. Even now it is still happening. Selfishness is the thing that makes it happen because until now we can't stop being selfish.

One person can't make world peace. It will start from many people together, but before many people work together. It has to start from one person.

The thing that we should do is basic and easy. It starts from loving yourself and giving that love to others. Love will heal everything and Hope will motivate us to do it.

World Peace Day has no meaning, if we don't start doing what we should do – and that is to loving yourself and loving others.

Ananya V.
(Miss Ananya Vichaidit)
Person who lives on Earth

Let there be peace on earth and let it begin with me.



Barbara Miller

Unless and until we have peace deep within us, we can never hope to have peace in the outer world. You and I create the world by the vibrations that we offer to it. If we can invoke peace and then offer it to somebody else, we will see how peace expands from one to two persons, and gradually to the world at large. Peace will come about in the world from the perfection of individuals. If you have peace, I have peace, he has peace, and she has peace, then automatically universal peace will dawn.

Sri Chinmoy



