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## **POSTER: BE A PEDESTRIAN LIGHT**

### **Key points to make in relation to the poster**

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

A student who lives with criticism learns to condemn.

A student who lives with encouragement and praise learns confidence and appreciation.

A student who lives with hurting and hostility learns to fight.

A student who lives with caring and security learns to have faith.

A student who lives with jealousy learn be resentful and spiteful.

A student who lives with respect and approval learns to like himself.

A student who lives with selfishness learns to think only of himself.

A student who lives with sharing and fairness learns to get joy from others.

A student who lives with teasing and ridicule learns to be shy.

A student who lives with acceptance and friendship learns to find love in the world.

- It is important for parents and teachers to remember that, in encouraging children to develop the 'green' qualities it is also important to set boundaries for the 'red' ones so that when they go beyond the boundaries in showing these qualities they need to be disciplined/face the consequences.

### **Quotations**

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

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

### **Suggested Starting Points**

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

### **Songs**

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

### **Story**

- Attitude is everything (see appendix). The message in this story is that we always have two choices about how to think and act – the negative choice and the positive one. If we stop and think before acting we can make the decision to choose the positive one.
- Shake it Off and Step Up (see appendix). This story shows us the benefits if we stop to think before we act.

## Silent sitting

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

## Follow-up activities

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

*who does. A healthy alternative is to turn our jealousy into admiration and use the other person's object or quality as a plateau to aspire to.*

- *Jealousy can turn into spite.*
- *Contentment extinguishes jealousy. If we ever find we are not content with ourselves we run the risk of finding an attribute in another that we think would make us better.*
- *Nobody can MAKE you jealous – you do that on your own.*
- *The person who is jealous is the one who suffers. The cure is two-fold: do more for others and to improve one. When we help others we forget about our insecurities and see that we're making a difference and that we're of worth.*
- *Remember that sometimes we're up and sometimes we're down. Sometimes we're in the spotlight, other times we're in the shadows. Everyone seems to have their time to shine. Don't ruin another's moment with your spite and demise.*
- Appreciating ourselves and others. Ask students to keep a journal over a specified period of time, and each day to write down one thing that they appreciate about themselves. Give each student a class list and ask them to write something they appreciate about each of their classmates. (It can be a very valuable exercise to compile these and give each student a list of the qualities that others in the class admire about him/her.

### **Community service/Selfless service/Ceiling on Desires**

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

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

- Ask students to write about what they have done in the past week to demonstrate the ‘green’ qualities in different ways (e.g. caring for your neighbours, for the environment, for the classroom and playground, for your friends, for classmates with special needs, for yourself)
- Over a period of 5 weeks present merit awards in assembly to children who have been seen to be making an effort to strengthen these 5 qualities in themselves. Follow this up by giving ‘surprise’ awards at unexpected times during the year so that children develop the understanding that these qualities are lifelong, not just for a certain time frame.

### **Teacher modelling/integration throughout the day**

- Topic for discussion in staff meeting. What do you do/can you do to encourage the development of these five qualities in the classroom and in the total school environment?

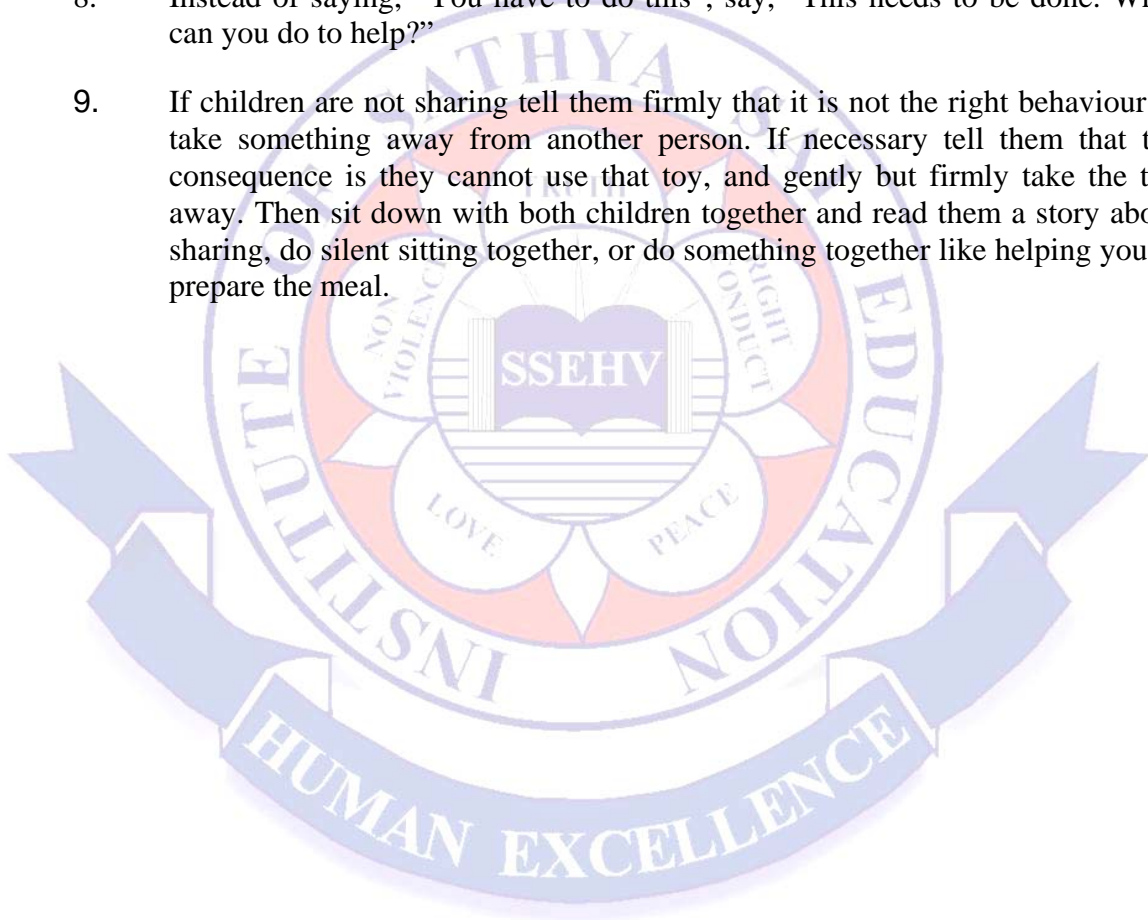
- As we have mentioned before, it is vitally important for teachers to take responsibility to model the desired qualities in their own interactions with students and colleagues.

### **Community/family involvement**

- Send a class letter to parents or include it in the school newsletter. We have used below one example, encouragement, but teachers can easily adapt these ideas to fit the other four qualities.
- This week Grade xx is focusing on encouraging ourselves and others. This includes:
  - *genuinely praising something good that we see somebody doing (as opposed to giving false praise for something they have not done)*
  - *correcting mistakes by praising the behaviour you are trying to encourage rather than scolding when the undesired behaviour occurs*
  - *finding ways of criticising constructively and positively so that people can learn from their mistakes rather than being hurt by your words (e.g. “I really like it when you put your dirty clothes in the laundry basket” rather than “Your room is always a mess with dirty clothes lying everywhere”)*
  - *finding non-hurtful ways of telling others the truth about their mistakes or shortcomings*
  - *positive self-talk (i.e. giving ourselves encouraging messages about our own good qualities and desired behaviours rather than putting ourselves down)*
  - *asking ourselves the question “How would I like somebody to say that to me?”*
- We would like to invite you to help at home by doing the same. Here are some suggestions.
- Try to say at least two of these to your children during the next week, and reflect on whether there is any shift in the balance from either the parent or the child winning to becoming a win-win situation for both.
  1. You sound upset. Why are you so upset? Tell me more.
  2. So you don't want to do what I have asked? What would you need to feel good about doing it?
  3. I love YOU but I don't love your behaviour. I can't force you to do it. I hope you will do it because it is the right thing to do.
  4. When you do xxxx I feel angry/hurt/sad. I don't want to talk about it now because I feel that way now. Let's talk about it later.
  5. I don't want to talk about it now because I can see that you are angry/hurt/sad. Because I care about you and what happens to you I would like to talk about it

later when you feel better.

6. I can't make you do this. It is your choice whether you do it or not. But if you do not do it, there will be a consequence. (For example, with a young child: "When you have picked up your toys we can read a story together", "If you do not there will not be time for the story because I will have to pick up the toys". With an older child: "We agreed that you would take responsibility for putting your dirty clothes in the laundry. If you didn't do that and your jeans haven't been washed, you will either have to wear them dirty or wear something else.")
7. We need to do..... (e.g. keep the room clean). How can you help?
8. Instead of saying, "You have to do this", say, "This needs to be done. What can you do to help?"
9. If children are not sharing tell them firmly that it is not the right behaviour to take something away from another person. If necessary tell them that the consequence is they cannot use that toy, and gently but firmly take the toy away. Then sit down with both children together and read them a story about sharing, do silent sitting together, or do something together like helping you to prepare the meal.



## **POSTER: QUALITIES WITHIN US**

### **Key points to make in relation to the poster**

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

### **Quotations/sayings**

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

### **Suggested Starting Points**

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

### **Stories**

- Select stories from local culture/mythology about people who displayed each of the listed qualities



- The Animal School (see appendix – shows the importance of recognising our own and other people’s unique gifts and talents and nurturing these so we can use them for the benefit of ourselves and our communities)
- The Secret of Happiness (see appendix – shows the importance of recognising our own and other people’s unique gifts and talents and nurturing these so we can use them for the benefit of ourselves and our communities)

### **Silent sitting**

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

### **Follow-Up Activities for the Classroom**

- Investigate each of the six qualities and what they mean. Make a display, e.g. with “strength” in the middle and all of the meanings. Identify our own unique strengths and how we can use them to help ourselves and others (see Diamond of the Week in appendix)
- Hand out a class list and ask children to write the special inner qualities of each of their classmates (see Diamond of the Week in appendix).
- Make a class poster with photos of all the children in the class and list the special qualities of the class as a group. (This can be left on display for the whole year as an agreed set of values for the year, and can be used as a basis for discussion if children either violate or demonstrate these qualities.)
- Discuss multiple intelligences (Howard Gardner):
  - *Linguistic intelligence ("word smart"):*
  - *Logical-mathematical intelligence ("number/reasoning smart")*
  - *Spatial intelligence ("picture smart")*
  - *Bodily-Kinesthetic intelligence ("body smart")*
  - *Musical intelligence ("music smart")*
  - *Interpersonal intelligence ("people smart")*
  - *Intrapersonal intelligence ("self smart")*
  - *Naturalist intelligence ("nature smart")*
- Discuss each of the 6 qualities on the poster in relation to themselves: “How do I show these qualities within myself?”
- Draw around the outline of each child’s body. Display these outlines around the room and children can write on each other’s posters to describe their special inner qualities.

Ask children to talk about what they have written and give an example (for example if they wrote that Johnny has the quality of “warmth” ask them to share a time they appreciated Johnny’s warmth)

- Design a perfect friend – describe the qualities of a perfect friend.
- Use the idea of “diamond of the week” (see appendix). The child of the week selects one of the qualities on the poster that s/he would like to bring out in him/herself. The other children in the class think of ideas to help the “diamond of the week” to develop these qualities.

### **Community service/Selfless service/Ceiling on Desires**

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

### **Family involvement**

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

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

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

### **Teacher modelling/integration throughout the day**

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

## **POSTER: DO NOT WASTE**

### **Key Points to make in relation to this poster**

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

### **Suggested Starting Points**

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

### **Quotations/sayings**

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

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

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

### Stories

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

### Silent sitting

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

Next, look down and see how many people in different countries are wasting food. See how much food is wasted in one day. Watch as it is all piled up in one place.

Now observe the many ways that people are wasting energy. It might be that they leave a light or a heater on in a room when nobody is there. It might be that they are wasting petrol or oil, which are becoming scarce commodities.

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

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

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

### **Follow-Up Activities for the Classroom**

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

### **Community service/Selfless service/Ceiling on Desires**

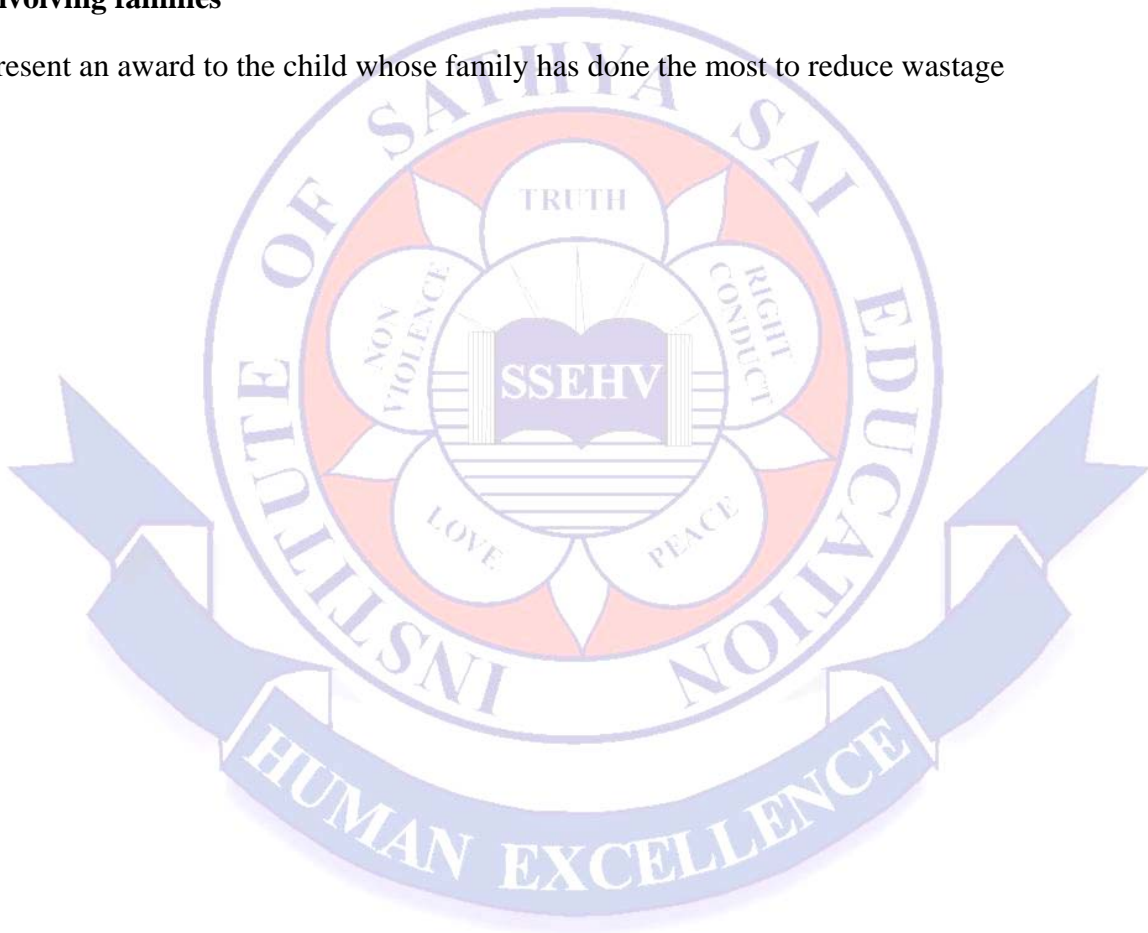
- Set up a recycling system
- Use your unique knowledge/talents to help somebody else.
- Have an active Ceiling on Desires campaign and monitor the outcomes

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

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

### **Involving families**

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



## **POSTER: GOOD HEALTH**

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

### **Key points to make in relation to the poster**

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

### **Quotations/sayings**

- Nature, time and patience are three great physicians. (H.G. Bohn)
- He who has health has hope, and he who has hope has everything. (Arabian Proverb)
- A man too busy to take care of his health is like a mechanic too busy to take care of his tools. (Spanish Proverb)

- Wisdom is to the mind what health is to the body. (Francois De La Rochefoucauld)
- Almost all unhappiness in life comes from the tendency to blame someone else. (Brian Tracey, *The Treasury of Quotes*)
- Everyone is responsible and no one is to blame. (Will Schutz)
- I am free because I know that I alone am morally responsible for everything I do. (Robert A. Heinlein, *Stranger in a Strange Land*)
- I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime. (Elizabeth Kubler-Ross)
- I take care of myself, because I learned early on that I am the only person in life who's responsible for me. (Halle Berry)
- In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility. (Eleanor Roosevelt)
- Responsible persons are mature people who have taken charge of themselves and their conduct, who *own* their actions and *own up* to them--who *answer* for them. (William J. Bennett, *The Book of Virtues: A Treasury of Great Moral Stories 3*)
- The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny. (Albert Ellis)
- To decide to be at the level of choice is to take responsibility for your life and to be in control of your life. (Arbie M. Dale)
- We need to teach the next generation of children from Day One that they are responsible for their lives. Mankind's greatest gift, also its greatest curse, is that we have free choice. We can make our choices built from love or from fear. (Elizabeth Kubler-Ross)
- Anger is another enemy of good health. It injects poison into the blood-stream and brings about profound transformation those damages it.
- Gossip. Do not seek to listen to vile and vicious stories. This tendency reveals a diseased mind. What is heard is imprinted, like a carbon copy, through the ear, on the heart. One is injuring oneself through indulgence in this evil habit.
- When a person is ill, the physician prescribes not only medicine for the disease but also a dietary regimen to be observed strictly. Likewise, for the diseases arising from mundane attachments, qualities such as forbearance, calmness, fortitude, love and compassion have to be cultivated as dietary regimen.
- For achieving anything in the world, a sound body is essential. The body is the primary requisite for the pursuit of Right Conduct. The body has to be in good health.



But what is the purpose of having a healthy body? It should be utilized for healthy activities. All over the world people are forgetting Right Conduct and are immersed only in the pursuit of wealth and sensual enjoyments. This is totally wrong. Good health is essential for utilizing the body for good deeds. Of what use is a body used for evil purposes.

- For accomplishing any task, good health is necessary. The body is given only to do righteous deeds. As it is the instrument for action, it should be maintained in proper condition. Because of the anxiety and worry to which we are subjecting ourselves our health is affected. The causes of cardiac trouble are hurry, worry and curry. By “hurry”, the system is made to work abnormally fast, which affects the heart. “Worry” also causes ailments, such as ulcer, etc. By eating beyond limit and fatty food, the cholesterol level is increased, causing heart trouble. By controlling food habits and avoiding excessive stress and strain one can maintain good health.
- Internal purity. Both inner and outer purity are essential for our physical and mental health. Most people are concerned only about external physical cleanliness. People tend to ignore inner cleanliness in the belief that the heart and mind are not visible to others.
- Health is derived from the word “Heliom” which means sacred. The human body is sacred. Man is a combination of body, mind and spirit. For proper functioning each is dependent on the other. The body depends on the mind and the mind should depend on the spirit. Only by maintaining the proper interrelationship can the body be healthy.
- We need a healthy body for a healthy mind, filled with good thoughts. It must be recognized that sports and music have been designed to confer health and happiness on us. But physical fitness alone is not enough. Mental health is equally important.
- It is through pain that pleasure is gained. Darkness enables us to appreciate light. The worst diseases that torment people are hatred, envy and egotism. Even doctors cannot cure them. One should develop equanimity and serenity, if one desires to be free from these diseases.
- Evil thoughts cause ill-health. Anxiety, fear and tension also contribute their share. All these result from greed; greed to have more of things, of power and of fame. Greed results in sorrow and despair. Most illnesses can be cured by simple living, simple exercises and by intelligent control of the tongue.
- To ensure perfect health, it is essential to get rid of internal impurities and take in only wholesome food. Equally for preserving mental health, similar two-fold action is necessary. The ills that afflict the mind have to be got rid of by eliminating bad thoughts and purifying the mind.
- We should not consume any and every type of food merely to appease hunger or the palate. We must eat only pure food. Our thoughts are determined by the kind of food we consume. For instance, as is the firewood so is the fire as well as the smoke. If you use sandalwood you will get fragrant smoke. If you make use of a foul-smelling kind of fuel you will get a foul-smelling smoke.

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

### **Suggested Starting Points**

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

### **Story**

Talk about stories of good leaders (either in history – see examples in appendix – or people in their families or communities who are good leaders because they lead others to be healthier in

any of the dimensions of physical, emotional, mental or spiritual health.

### **Silent sitting and creative visualisation**

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

### **Follow-up activities**

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

### **Community service/Selfless service/Ceiling on Desires**

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

### **Involving families**

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

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

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

### **Teacher modelling/integration throughout the day**

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

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

## **POSTER: CULTURE AND HARMONY THROUGH MUSIC**

### **Key points to make in relation to the poster**

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

### **Quotations/sayings**

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

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

### **Suggested Starting Points**

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

### **Song**

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

### Stories

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

### Silent sitting

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

### Follow-up activities

- Ask children (especially if they come from multicultural backgrounds) to bring examples of music/songs from other cultures that either (a) are used in the culture for the purpose of bringing about health and wellbeing or (b) are related to the theme of harmony. Ask the whole class to listen to the music and to reflect on/write about something they have learned to appreciate about the culture or have learned about the culture from listening to the music.
- Do experiments in which plants are exposed to different kinds of music (from heavy metal to popular to classical) and document the effects over a period of time. Discuss the effects that music must have on human beings if it has this kind of effect on plants.
- Ask children to describe how they feel when they play a musical instrument. Also encourage children to move/dance to different types of music and discuss the effects this has on their wellbeing.
- Helping children to understand themselves better through music: Find some music they particularly identify with (eg that reflects something about themselves or has given them strength in a time of difficulty) and explain why they identify with it.
- Water Photography (From Masuro Emoto: *Messages from Water*, IHM General Research Institute, HADO Kyoikusha Co. Ltd, Vol.1 & 2 – a good website to visit is [http://www.life-entusiast.com/twilight/research\\_emoto.htm](http://www.life-entusiast.com/twilight/research_emoto.htm)) Masuro Emoto took samples of water from various sources and froze drops. At the moment the ice started to melt, he took highly-magnified photographs of the droplets. He experimented with

exposing the water to different stimuli, such as different types of music, prayer, anger etc. The heavy rock metal caused the droplets to be very dark and turbulent, while the classical music caused them to be white and symmetrical. If different types of music can have such a dramatic effect on water, what kind of effects might they have on people?

- Find examples of music that contribute to a certain value (eg peace). Play this music while children work and discuss the effects. (Note: Research has found that Mozart's music and Indian Classical music are good for improving concentration]. Music can also be used with headphones to calm children who need to be calmed.
- Use the quotation "Musicians for centuries have expressed the yearning for two kinds of peace, inner serenity and a world without war" (Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion). Find examples of both kinds of music
- Collect examples of music and songs on the theme of Love. Classify these into different kinds of love (romantic love, love of your country, love of the divine etc.) Discuss with children what Love really is. For example, is the kind of song about heartbreak at the loss of romantic love really about Love? [Use this to discuss with children the ultimate goal of being complete within themselves so they will not be shattered if a significant person in their lives leaves them.]
- Ask groups of children to select a particular culture and review samples of music from that culture to choose one that best reflects the culture.
- One of the best ways to feel joy in your heart and soul is to listen to the finale of Beethoven's masterful *Symphony No. 9, in D Minor, Op.125*. This choral piece is based on Schiller's poem "Ode to Joy" which affirms the unity of all. ... To ride wave after wave of this surging sound is to experience the exhilaration of true joy and freedom! [Frederic and Mary Ann Brussat, *Spiritual RX*, New York: Hyperion, p.138.]

### **Community service/Selfless service/Ceiling on Desires**

- Perform multicultural musical performances, songs or dances for community groups, such as homes for the elderly or the mentally handicapped.
- One strategy for using music to create a harmonious school environment is to use it instead of a siren or bell to signal that it is time to go into class or to assembly. Senior students can be responsible for this. Many different kinds of music can be used, including the EHV songs.

### **Involving families**

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



### **Teacher modelling / integration throughout the day**

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



## POSTER: CASTE OF HUMANITY

### **Key points to make in relation to the poster**

#### **Quotations/sayings**

- Every individual is wrapped up in his own selfish concerns. Is this the real worth of a human being? Selfishness and self-interest and differences based on caste and creed should be totally eliminated. Everyone should deem himself/herself a member of the human family. All caste distinctions are based on physical differences, similar to distinctions relating to age or sex. All bodies are made up of the five basic elements (ether, air, fire, water and earth) which do not have any distinction of caste. All the elements are common to all beings. It is from recognition of these basic common elements that we should develop the sense of human unity.
- You have to develop the consciousness that you belong to one and the same human family. There should be no feeling of separatism on the basis of language, caste or creed.
- What is important today is not what particular faith one professes, whether he is a Christian, a Buddhist, a Muslim or a Hindu. The real question is how far he is a true human being. Develop therefore your human qualities. What constitutes humanness? It is good conduct alone.
- You must shed the feeling of “mine” and “thine”. You have to realise the Truth that the Divine dwells in every being. You must develop this sense of oneness and share it with others.
- Our race is only one – the human race. Our caste is only one – the caste of Love. Our language is only one – the language of the heart. When you recognise this oneness, abstain from all differences and fill your hearts with Love, you will be able to live happy lives.
- Remember your real nature is the same as the other person’s. The other person is yourself known by another name. When you do a good deed, you are doing it to yourself; when you do a bad turn to someone, remember, you are injuring yourself, so avoid doing evil to others.
- See yourself in all; love all as yourself. A dog caught in a room whose walls are mirrors sees in all the myriad reflections, not itself but rivals, competitors, other dogs which must be barked at. So it tires itself out by jumping on this reflection and that, and when the images also jump, it becomes mad with fury. The wise people, however, see themselves everywhere and are at peace; they are happy that there are so many reflections of themselves all around them. That is the attitude that you must learn to possess, that will save you from needless bother.
- What is the reason for lack of peace in the world today? It is because there is no harmony in thought, word and deed in the lives of the people. Peace must begin in the family, in the home. When there is understanding and harmony in the family,

peace will spread to the community and from there to the nation and the world. Hence unity is the primary need today. Unity confers joy and peace.

- Everybody talks about the need for world unity. But real unity must begin with the individual and the family. From the home it must spread to the community, the nation and the world. It is vital to perceive the unity that underlies the apparent diversity. Bodies are many, but life is one. Beings are many, but happiness is one. Religions are many, but Truth is one. This is the kind of oneness that has to be experienced in the depths of our hearts.
- Clay is one, but pots are of many kinds. Gold is one, but ornaments are varied. Milk is white though the cows may be of many colours. Similarly we should recognise that the inner self in every being is one and the same.
- The people of the World are really one single family and the World is really one home. The different countries are the rooms in the home called the World.
- When the attitude of unity of existence resides in the heart, there is a spontaneous oozing out of Love, to all beings, both animate and inanimate.

### **Suggested Starting Points**

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

*out what does matter and what doesn't matter. Note that the issues of smell and accent are quite serious racism issues in some societies)*

- *Use newspaper articles about racist attacks in their community. What should be done to the offenders to help them to really accept what we are discovering, that everyone is the same on the inside and travelling on the same journey through life.*
- Establish pen-pal relationships with students in other countries and focus on exchanging information about the similarities.

## **Songs**

Melting Pot (Blue Mink)

It's a small world

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

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

## **Story**

- Extract from “I Have a Dream” (Martin Luther King, Jr.)  
An excerpt from Dr. King’s famous speech delivered on the steps of the Lincoln Memorial in Washington DC on August 28, 1963.  
I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal”.  
I have a dream that one day ... the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.  
I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.  
I have a dream that one day the [world] will be transformed into a situation where little black boys and black girls will join hands with little white boys and white girls and walk together as sisters and brothers.  
This is our hope. ... With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.
- The Janusz Korczak Educational Centre for Peace and Co-Existence has been set up in Israel with the aim of bringing about tolerance, mutual respect, understanding the “other” and respecting life as the ultimate value. Jewish and Arab teachers are paired to teach the programme first separately in their own classes and then to bring their classes together. The two classes meet six to ten times over a period of two years. The children discover that the children of the other groups are children like themselves and that they “all like ice-cream”. The meetings between the children dislodge basic prejudices that are not connected to love/hate; slowly they discover that the “other” also washes, goes to kindergarten, plays with the same games, may have a computer at home and likes candies. In short, the “other” becomes similar, closer and

We are all brothers, sons of the same earth

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

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

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

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

*Let us begin working together.*

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

*If we are sad, let us comfort each other*

*And perhaps a happy fate will smile on us.*

*Let us just do that, and do it together.*

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

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

### **Silent sitting**

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

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

### **Follow-Up Activities**

- Brainstorm about the similarities and differences between people of different races/different religions
- Children draw around their bodies on large sheets of paper – emphasise drawing on the features that are the same for all of them. Alternatively they can draw their own features but change something, eg skin colour or eye shape to give the understanding that they are still the same person even if some external features are changed.
- This can also be a chance to focus on differences within our own community. For example, develop the understanding that we should treat people who are poor or people with disabilities as being the same as us on the inside.

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

### **Community service/Selfless service/Ceiling on Desires**

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

### **Involving families**

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

## **POSTER: YOUR INNER COMPUTER**

### **Key points to make in relation to the poster**

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

### **Quotations/sayings**

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

## Suggested Starting Points

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

## Song

Silent sitting (from Exeter tape)

## Story

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

## Silent sitting

### Visualisations for problem solving

#### *Visualisation 1*

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

#### *Visualisation 2*

Take 3 deep, slow breaths. Each time you breathe out, let go of any frustration or anxiety. Each time you breathe in, breathe in inspiration. You can decide what this might look like – might be a light that lights up your mind like a bulb, might be a colour, or might be a shape. Just keep drawing it in each time you breathe. Now imagine that your mind has gone completely blank – as if there has been a power cut and it has been plunged into darkness. Sit there for a few moments in the total blackness. If any thoughts or images come into your



head, just let them go and return to thinking about the darkness.

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

### Golden Bubble

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

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

### **Follow-Up Activities for the Classroom**

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

### **Family involvement**

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

### **Teacher modelling/integration throughout the day**

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



## **POSTER: RESPECT YOURSELF AND OTHERS**

### **Key points to make in relation to the poster**

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

### **Quotations/sayings**

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

### **Suggested Starting Point**

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

### **Song**

I Am the Way I Am

### **Story**

Breakthrough with Dad (see Appendix)

### **Silent sitting**

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

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

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

### **Follow-up activities / Conflict Resolution article**

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

- In a small group, pass a mirror around and as each child receives the mirror they have to say something respectful about themselves. See how many times they can go around the circle before somebody runs out of something to say.
- Think about times when somebody else has made you feel bad, and then think about a time when you might have caused the same feeling in somebody else.

### **Community service/Selfless service/Ceiling on Desires**

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

### **Involving families**

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

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

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

### **Teacher modelling/integration throughout the day**

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

## **POSTER: SAVE OUR EARTH**

### **Key points to make in relation to the poster**

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

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

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

## Quotations/sayings

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

## **Suggested Starting Points**

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

## **Songs**

- Care for the Earth
- Take a Lesson from the Sun

## **Story**

Starfish (see appendix)

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

## **Silent sitting**

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

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

## **Follow-up activities**

- Identify environmental issues that are problems in the school environment and set up projects to address these issues.
- Adopt a tree or an area in the park or a beach/highway and look after its welfare.



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

### **Community service/Selfless service/Ceiling on Desires**

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

### **Involving families**

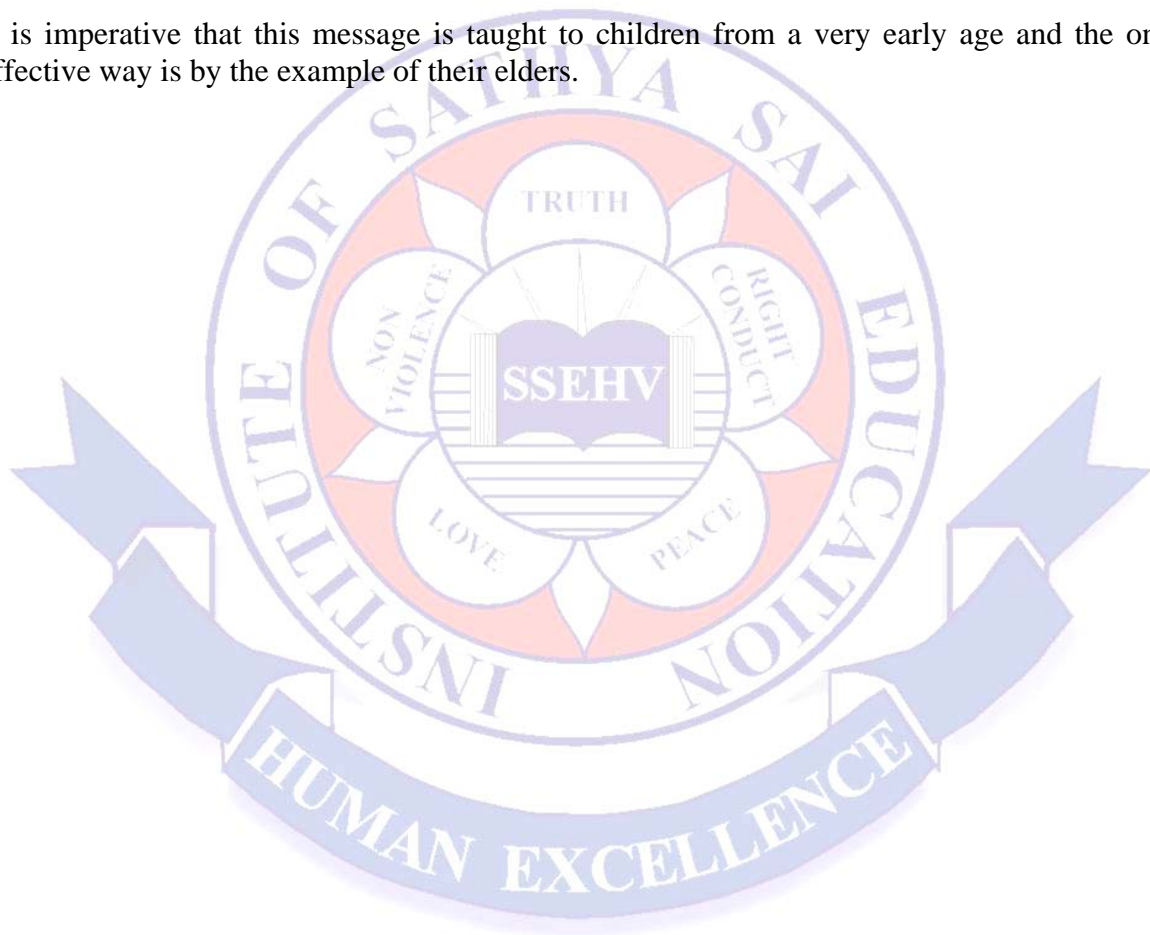
Make families aware of the activities that the class is doing and invite them to do some of them together as a family.

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

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

### **Teacher modelling/integration throughout the day**

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



## **POSTER: ONE LAMP CAN LIGHT MANY CANDLES**

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

### **Key Points to Make in Relation to the Poster**

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

### **Suggested Starting Points**

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

### **Quotations/sayings**

- One lamp can light many candles.
- Why a light? From the sand, if one takes, it will be depleted. From the water tank, if each one takes, the tank will go dry. But a thousand people can take the flame of one candle to light their candles and the flame is in no way diminished.
- Illumine the entire world with the light of your Love. Today the world is devoid of Love. There is hatred between people. The world has to be saved through Love.

- The weapon of Love disarms every opponent. Love begets Love; it will be reflected back, it will have only Love as a reaction. Shout “Love”, the echo from the other person’s heart will also be “Love”.
- What is the reason for the lack of peace in the world today? It is because there is no harmony in thought, word and deed in the lives of the people. Peace must begin in the family, in the home. When there is understanding and harmony in the family, peace will spread to the community and from there to the nation and the world.
- Today people claim to be working for world peace. How can those who have not achieved peace within themselves hope to achieve world peace?
- People are continuously engaged in the search for peace. The seeker of peace must search for it in the mind. The search for peace in the external is the cause of all the unrest in the world. Peace has to be established first within oneself. Then it has to be extended to the family. From the family, it has to spread to the village, the province and the nation. What is happening today is the reverse of this process. Conflict and disorder are spreading from the individual to the family and right up to the nation. You must become messengers of peace. You have to begin with yourselves. You can get peace only through service.
- If you put out another’s candle, you also will be in the dark. -- German Proverb
- Compared to the magnitude of suffering in the world, our contributions may seem insignificant, but to the people who receive them, they may be life saving. (Roger Walsh)

### **Songs**

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

### **Stories**

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

### **Silent sitting**

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

## Follow-Up Activities for the Classroom

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

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

Light up yourself  
Open your heart

### Value each other

Everybody glows

### Community service/Selfless service/Ceiling on Desires

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

### **Things to do to inform parents and involve them**

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

### **Teacher modelling/integration throughout the day**

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



## **POSTER: HELP EVER, HURT NEVER**

### **Key points to make in relation to the poster**

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

### **Quotations**

#### **Unity**

- When one sees all creatures in oneself, and the peace which protects one against the onslaughts of failures, the peace in which one is unruffled by loss and dishonour, the peace that does not perturb one’s mind with anger, hatred, jealousy, conceit and lower passions, the peace which makes one feel tranquil, unconcerned and unattached under all circumstances and with all human natures. Know that you are the embodiment of that peace.
- When the attitude of unity of existence resides in the heart, there is a spontaneous oozing out of Love to all beings, both animate and inanimate.
- The people of the entire world are really one single family and the world is really one home. The different countries are the rooms in the home called the world.
- You have to develop the consciousness that you belong to one and the same human family. There should be no feeling of separatism on the basis of language, caste or creed. If you have not understood the greatness of your country and have no regard for upholding its stature and honour, of what worth is your education?

#### **Service/helping**

- We all live by giving mutual service and no one can be considered superior to another. Every person should render service according to their capacity and the activities they are involved in. There are various limbs in the human body. But the hands cannot do what the legs are capable of, and the eyes cannot perform the duty of the ears. What the ears can do the eyes cannot. Likewise among human beings there

are differences. Their capacities and aptitudes may vary. But each should take part in service activity according to their ability, equipment and field of work.

- Whatever small service we may do, if we do it in the right spirit, serving with no thought of self, we shall be doing something commendable and worthwhile. An act of service by itself may be a small thing. But it must be done wholeheartedly. Just as a cow transforms whatever it may consume into sweet, wholesome milk, any kind of service done with a pure heart will result in great good. You should not have any desire to get something back when you give service. “This is my duty. I am born to serve: - it is with such an attitude that you should take to service.
- The first lesson in service has to be learnt in the family circle itself. Father, mother, brother, sisters – in this limited group, which is well knit, one must engage in loving service and prepare for the wider service that awaits outside the home. The character of each individual member determines the peace and prosperity of the family; the character of each family is the basic factor that decides the happiness and joy of the community. And the nation’s progress is based on the strength and happiness of the communities which are its components. So for the welfare of the country and of the entire world, the spirit of service, enthusiasm, constructive imagination, pure motivation and unselfish alertness are all urgently needed.
- Those who wish to serve society in the true spirit and experience the joy there from should go into society with dedication. They should undertake service activities according to their capacity and competence and should not over-stretch themselves.
- There is none poorer than the people who will not use their money for good purposes.
- If your minds are filled with hatred, envy and likes and dislikes, you are not qualified to embark on service activities.
- Selfless service is the fragrant flower of love. It is not to be performed for the satisfaction of the person giving the service. We should regard selfless service as the reason for which we are given life. This feeling should flow through our very nerves and bloodstream and permeate every cell of our bodies.
- Selfless service is the most satisfying and most pleasurable activity. It springs out of Love and it scatters love in profusion. It plants a seed on stone and is delighted to see it sprout. Plant it with Love and the seed will discover Love inside the stone and draw sustenance from it.
- There should be no feeling of condescension in giving service. Regard yourself as a devoted servant ready to do any task.
- We should have the feeling that whatever joy or sorrow others experience is equally ours. Only then can we give service, giving joy to others.
- Fill your heart with love and involve yourself in service. The human being who cannot give service to others is no human being at all.
- We can only truly understand human life in the context of harmony and co-operation. For this to happen we need to engage ourselves in service to society.



- It is a call and a challenge for you to provide comfort and consolation to those in need; to seek out ways and means to increase the ways in which you can help others and contribute to their joy.
- Love and service are like two wings for us. If we use these we can reach the goal of happiness and living a true life. If we continue to do unselfish work for the good of others it will purify our minds.
- We should be prepared to serve others rather than choose to be served by them. Moreover, there is nothing special in serving those who are high above us, or even those who are in the same position as ourselves. Service should be given to those who are worse off than ourselves and who are neglected by the world.
- Rendering service selflessly with a compassionate heart is alone true service. We are bound to achieve peace if we serve in a friendly way. This is the Truth. This is the Truth.
- Giving service to others is really giving service to ourselves.
- Service brings out all that is great in human beings. It broadens the heart and widens our perspective on life. It fills us with joy. It promotes unity. It drives out our bad qualities. It is only when we are giving service that we can really experience inner peace. We are born to serve, not to dominate. Everyone in the world is a servant and not a master. All relationships – husband and wife, mother and child, employer and employee – are based on mutual service. The world is progressing because of such mutual service. If the principle of service did not operate the world would come to a halt.
- The body has to be used for service to others. More happiness can be got from serving others than from merely serving ourselves.
- Our fulfilment comes from serving others, without any thought of return, in an attitude of selflessness. Service given in this spirit sheds light in the dark interior of human beings, it widens the heart. It purifies our impulses and brings us lasting happiness.
- We must be prepared to serve as servants, for our whole lives. Never think of being a leader – without becoming a servant you cannot become a leader. We must first learn to become followers before we can become leaders. In the first instance we should give service in our own home, then in our community, then in our state and then the country.

### **Suggested Starting Points**

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

## Songs

### CARE FOR THE EARTH

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

#### **Chorus:**

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

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

#### **Chorus:**

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

### WORK TOGETHER

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

Exeter Songs: Asking for Help; I Can Help

#### **Stories** (see appendix)

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

## Spirit of Help Among [Australian] Aborigines

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

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

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

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

### **Silent sitting**

#### Strength in unity:

With your eyes closed, picture yourself sitting in your place in the classroom. Imagine that you are making a big web, like a spider web. You do this by throwing a ball of golden thread to one of your classmates, who holds onto the end he/she has caught and throws the rest of the ball to another and so on. Watch as your classmates throw the thread from one to another, until every person is holding a piece of thread that joins them to the network. The thread is not very strong – it looks as if it could break easily, so you need to do something to make the web stronger. Now imagine that each person is sending their own special strengths or skills along the thread so everyone is contributing something to the web. As this happens you see that the web gets stronger and stronger. It is strong because everyone is contributing

#### Help ever hurt never:

Imagine yourself as a huge giant. You are so big that you can pick up even the biggest elephant easily and hold it in your hand. Because your feet are so big you can easily crush trees and houses as you walk around. Imagine though that you are a very gentle giant. Imagine yourself walking around the country, stepping very carefully so that you will not

hurt anyone or anything. If you are in danger of stepping on any living creature, you will gently pick it up and move it to a safer place. Each time you pick something up and move it, feel yourself sending love to it from your heart... From your great height you can look down and see any living creatures – humans, animals, or plants that need your help. Imagine what you can see, and then imagine yourself very gently doing whatever you can to give them the help they need..... Now, imagine yourself opening your mouth to speak. Even though you have a very big voice, the words that come from your mouth are true but sweet. Imagine all the living creatures turning to listen to your voice because your words are so sweet.

### Follow-up activities

- Because we are human we often hurt people, animals or the environment even if we are being careful not to. However, we need to take responsibility for our actions and forgive ourselves and get forgiveness from the person/thing we have hurt. This also brings in the social skill of learning to say sorry from the heart.
- Invite children to share mistakes they have made and encourage them to be truthful about this. (The teacher can start this activity by talking about a mistake he/she made and describe a solution. The class can then return to the mistakes the children have described and suggest what they could have done to prevent hurt. In a class meeting the children can brainstorm about a selection of these.)
- Invite children to discuss the following scenarios and report or role-play their solutions:
  - *You are playing football. One of your team members misses the ball and you call them an insulting name, then after you have said it you feel bad.*
  - *A classmate asked to join in your basketball game. You said no because the classmate didn't know how to play properly. He/she cried when you said this.*
  - *You deliberately tripped someone up as they went past because you thought it would be a joke, but they fell and hurt themselves.*
  - *You threw rubbish out of the car window.*
  - *You took your sister's new basketball to school and lost it.*
  - *You were playing with a ball inside the classroom and broke a vase.*
  - *You forgot to turn the tap off after you finished cleaning your teeth and left it running all night.*
  - *You stole some sweets from the counter in the shop.*
  - *You told a lie and this caused your friend to get into trouble.*
  - *You trampled on some plants while you were playing in the garden.*
- As each group presents their solution/s, have a panel of children who judge according to three criteria: Is it truthful? Is it necessary? Is it said with love? The children who

are the judges could hold up cards with scores out of 10 (as in the judging process for diving or gymnastics). [Please refer also to the poster “Be a Traffic Light”

- Spend time at regular intervals to build the sense of community in the class. Ideas can include: displaying photos of each class member, developing class values and rules that the class agrees on, having a social function with team games to encourage the idea of working together to support each other, have children working in different groups so they get to know others in the class.
- When children are working on group activities use strategies such as: every team member is responsible for the success of every other member; give each group member a role (e.g. in a group of 5, a scribe, a time-keeper, an encourager who makes certain every member participates and is given encouraging feedback, a reporter; and an investigator whose job is to go around the room to find out what other groups are doing and bringing this back to share with the group.)
- Teach children effective strategies for asking for help when they need it (what to ask, who when to ask, when to ask and how to ask – asking in a way that you put responsibility on yourself to do the thinking rather than putting the responsibility onto the helper to think for you). Build up a class helping register of each child’s strengths and abilities so if somebody needs help with a particular thing they know who is the best person to ask besides the teacher.
- Teach children how to give help effectively. For example, if you want to help somebody else try to do it in a way that makes them responsible for their own thinking rather than taking it out of their hands and doing it for them. Learn how to decide if somebody needs help or if it is better for them to try to do it by themselves with or without your guidance. Talk about how to offer help. Use the quotation: “If you a man a fish for a day, if you teach him how to fish you feed him for a lifetime”.
- With older children look at organisations such as United Nations, World Trade Organisation, European Union, international service clubs and the way they work in unity to eradicate problems in the world.

### **Community service/Selfless service/Ceiling on Desires**

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

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

**Key points to make in relation to the poster**

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

**Quotations**

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

**Truth:**

- Speak the Truth, but speak pleasantly. If speaking the Truth will cause pain or grief, keep silent. Don't have hypocrisy or crookedness in your speech. Both unpleasant Truth and pleasant untruth have to be avoided.
- "Utter the Truth. Say what is pleasing. Never tell what is Truthful but unpleasant." This means that you should not speak an untruth because it may be pleasing to anyone. Nor should you speak out the Truth when it is likely to hurt a person's feelings. Every person should speak the Truth, but it should be Truth that is pleasing. When you see a blind man, you know that he is blind. This is true. But because it is true, because you hail him as, "Oh blind man", you will be causing him pain. As soon as he hears the word "blind" he feels distressed. No doubt what was said was true, but it distressed the hearer. Likewise, on seeing a lame man, if you accost him as, "Oh lame man!" you will be causing him pain. In the name of Truth, one should not utter words which cause pain to others.
- Truth is something that is not modified by time or space or attribute. It must be the same forever, unaffected and unchanged; then alone is it Truth. It should not be proved false by some subsequent event or knowledge.
- It is much easier to speak the Truth and be done with it. What you have seen or heard or done, speak about these just as you saw or heard or did!

- Some people raise the question, “How can we make a living if we adhere to Truth?” Well, you cannot escape death, whatever way you spend your days. It is far better to die adhering to Truth than to die sliding into falsehood. Falsehood looks easy and profitable, but it binds you and pushes you.
- The experience of Truth alone can foster Love, for Truth is so all-embracing and integrating that it sees no distinction. Truth is the current and Love is the bulb it has to illumine. Through Truth you can experience Love; through Love you can visualize Truth.
- To search for Truth is needless. Truth is in every place at all times. One must live Truth, not search for it.
- Truth does not mean mere statement of facts as one sees them or hears about them. Truth in its real sense transcends the limitations of time, space and circumstance. It is difficult to practise this transcendental Truth in ordinary life. One should not act on the impulse of the moment immediately a thought occurs. The rights and wrongs of the idea should be examined and only when the heart approves of a certain course should action follow. This is the process of cultivating values. What the mind (head) thinks should be examined critically by the *heart* and the right decision should be carried out by the *hand*.
- Truth does not mean merely telling the facts as one sees or knows them. Truth is that which does not change with time. It must be spoken with complete purity of mind, speech and body.
- Act, act with all your might and with all your mind; make full use of the skills, capacity, courage and confidence that you are endowed with.
- Do not seek to listen to vile and vicious stories. This tendency reveals a diseased mind. What is heard is imprinted, like a carbon copy, through the ear, on the heart. One is injuring oneself through indulgence in this evil habit.
- We were born with two ears and only one mouth, which indicates we should listen twice as much as we speak. (Source unknown)
- "Develop an 'attitude of gratitude.' Say thank you to everyone you meet for everything they do for you." (Brian Tracy)
- Truth gives a short answer; lies go round about. (German Proverb)
- Truth is not determined by the volume of the voice. (Chinese Proverb)

### Suggested Starting Points

- Bring a model of a traffic light. Have a teacher or student on a bike. What happens if they stop at the amber light and wait for the green? What happens if they go straight through the amber or red light. Relate this to what can happen when we talk. Invite some teachers or children to prepare beforehand a role-play of somebody saying

something without thinking about it, and then replay showing how it can be said better if they first stop at the amber light before speaking.

### **Songs**

- Thought, Word and Deed

### **Stories**

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

### **Silent sitting**

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

### **Follow-up activities**

- Link to de Bono's 6 Hat Thinking (see appendix) – look at what you are going to say/do from different perspectives
- “Gate” game. The object of the game is to pass from one side of the room by passing through three gates. The first gatekeeper holds the sign “Is it true?” The second holds the sign “Is it necessary?” and the third holds the sign “Is it said with love”. The student who is crossing is given a scenario (see the section Class Meetings for some examples) and is asked to think of a suitable thing to say. The gatekeepers (or the whole class) judge whether this statement allows the student to go through the first, then the second and finally the third gate.
- Re-phrasing / how can you say this more lovingly? (Please refer to the activity in Help Ever Hurt Never poster)
- ‘Green light verbs’: Make a list of all the actions we can take that will benefit other people
- Discuss whether it is better to say nothing than to tell a hurtful truth or to tell a lie to avoid hurting somebody.
- Introduce the ‘5-second rule’ – children are expected to wait for 5 seconds before they are allowed to put their hands up to answer a question. Teachers can have a traffic light displayed at the front of the classroom and point to the red, amber and green lights to indicate when the students should be thinking about their answers or their behaviours and when they should speak/act.



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

### **Community service/Selfless service/Ceiling on desires**

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

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

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

### **Teacher modelling/integration throughout the day**

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

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

### **Community/family involvement**

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



## **POSTER: HARMONY OF HEAD, HEART AND HANDS**

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

### **Key points to make in relation to the poster**

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

### **Quotations**

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

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

### **Suggested Starting Points**

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

### **Song**

- Dealing with Anger (from Exeter tape)

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

### **Stories**

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

### **Silent sitting**

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

### **Community Service / Selfless Service / Ceiling on Desires**

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

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

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

### **Teacher modelling / integration throughout the day**

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

