

Slide 4: EHV approach to combat bullying

Insert Chinese teacher's comment about the fat boy and the thin boy from Lai Jinmai Qujiang Exp School March 2006

"A year ago, a pair of warm hands powerfully gripped my hand. His eye was filled with love, like warm sunlight, like a happy song – and his love flowed in to open trust in my heart.... For a year I have kept firmly in mind the sincere words and I have given my most honest reply through my efforts, to my teacher." Reading this student's reflection, I remembered what had happened a year ago that allowed me to change this student. One day last March I was correcting papers in my office when suddenly in through the gate came an indignant parent with a fat boy and a thin boy. "Teacher, this fat boy has bullied my child all day!" The parent described his words and deeds, and I was very angry. Looking at the fat boy's defiant appearance, I really wanted to step up to him and take his Young Pioneer badge off his chest and reprove him. At this critical moment I remembered a comment, "We should still love students even in their unlovable moments". By this time I had controlled my mood slightly. I asked the parent and the thin boy to sit down, then held the fat boy's hand and said, with a smile on my face, "You also sit down". Now I was trying, like shooting at him, to fill my vision with love as I said to him, "You are all 5th class students, growing to be men. A man should have strong emotions and dare to acknowledge a mistake. Do you think you are able to do that well?" Strangely, by this time the boy had lowered his head. Then I said, "As human beings we all do the wrong things sometimes, but we have to know that wrong can't change wrong. Whoever was wrong in this event I am no longer going to investigate. I forgive you for this passing impulse and believe that in your next performance you will show how well you have grown up. Do we have an agreement?" "Good," came a very low voice from the fat boy. Next I guaranteed to the parent that there would be no repeat of the matter. Encouraged by the trust they all placed in me, I was startled to see that the fat boy had tears in his eyes and had closed his lips tightly and made an effort to nod. "Only through love can we teach students to love", says Sathya Sai Baba. Because he was treated with love and trust, three days later the fat boy visited the parent and thin boy of his own initiative to apologise. Two weeks later the student on duty reported that he had helped a lower grade schoolmate to work. At the end of the semester he was voted by the class as the "pivotal man to take pleasure in serving others". Because of the love and the trust shown to him that day the sprout started to grow healthy and strong. I closed his book, reflecting on how the ideas of the values education have changed me, also changed my student, caused us to learn about love, and created an atmosphere in which love can grow.

"一年前，一双温暖的大手有力地握住我的手，他的眼里充满了爱意，如一末温暖的阳光，像一条欢歌的小溪，他的爱和信任就这样潺潺地流进我的心……一年来，我牢记那真诚的话语，并以自己的实践对老师的教诲做着最诚实的回答……"

看着学生写的这段话，我不由地想起一年前发生的一件改变我也改变了学生的事。记得去年三月份的一天，我正在办公室批改作业，忽然，从门外进来一位气愤的家长和一胖一瘦的男孩，“老师，这胖小子整天欺负我儿子……”家长的话还没说完，胖男孩就叫了起来“谁欺负你的孩子？来，你说，我今天打你骂你了？打你那了？”天哪，着学生可“了不得”，只见他用手指着家长身后的瘦男孩，话如机关枪扫射一样令人难以招架，他的言行引起我很大的反感，看着胖男孩嚣张的样子，我真想上前摘下他胸前的红领巾，并对他训斥一顿。正在这紧要关头，我想起一句话：“在学生不可爱时仍然爱他。”这时我稍微控制了一下自己的情绪，然后示意家长和瘦男孩坐下，并面带微笑地拉过胖男孩的手说“你也坐下吧。”这时我应用把爱射到生气人身上的策略，继续用充满爱的目光望着他说：“你们都是五年级学生了，都长成一个男子汉了。男子汉最起码应该是富有同情感，尊老爱幼，敢于承认错误，你好好想一想你做得对吗？”真怪，这时胖男孩的头低了下来。看来在我动情的劝说下胖男孩知错了，过了一会，我接着说：“没关系，人不能不做错事，但更不能知错不改错，整个事件谁对谁错我不再追究，老师原谅你过去的冲动，更相信你今后的表现，期待你能开了快乐长大，你说好吗？”“好”胖男孩的声音很低很低。“好，我听到了。现在我向家长保证，不再发生类似的

事，你说行吗？”在我鼓励、信任的目光下，我吃惊地发现胖男孩眼含热泪，咬紧嘴唇使劲地点点头，骄横嚣张的神情早已无影无踪。

“只有通过爱才能让学生学会爱。”（塞斯亚塞·巴巴）在我的爱和信任下，3天后，胖男孩主动登门向被打的学生和家长道歉，两周如内有多名值日生反映了他帮助低年级小同学做事，学期末被评为班级“助人为乐标兵”。面对这样因爱、信任、宽容而茁壮成长的新苗，我掩卷静思，是价值教育，是塞斯亚塞·巴巴的教育理念改变了我，也改变了我的学生，使我们学会了爱，并在充满爱的氛围中成长。

Slide 7: Raise students' self-esteem

Xia Guozhao (Qujiang experimental school)

In the new school year he discovered that one boy (aged 8-9) was very shy. The teacher asked him to raise his head and listen to him. The other boys said that this child was crazy, simple and only usually earned a few marks in class. The boy hung his head. The teacher immediately and strongly stopped the students from saying this, because he could see that the student's heart had been hurt. The teacher wanted to help him. First, to rebuild his confidence, he didn't give any tutorial immediately. He checked the family background and found that the father and grandmother gambled a lot and the mother had to go out to work. Nobody cared about the boy's study, so his school results were poor. The teacher wanted to start with his strengths. He found an example of some beautiful work in one of his assignments, so he showed it to the class and asked them to try to do such good work. The boy felt very embarrassed and his face turned red. After this the teacher started to give tutorials to the boy, focusing on the correct pronunciation of the vocabulary, and created opportunities in lessons for him to answer questions and to use these words. He also co-ordinated some study groups and asked some of the brighter students to help this boy. The boy became happier and more confident. He earned 60 marks in his next exam, which was a big improvement.

在新学年里，他发现那个小男孩（8、9岁）很胆怯、很害羞。老师让他把头抬起来听他讲课。话还没说完，其他同学就异口同声地说：“老师，他是傻的，他每次考试只有几分！”听到同学们这样说，他的头埋得更低了。老师立刻制止了同学们的无理言论，因为他感觉到孩子的心灵受到了伤害。老师决定帮助他。首先是帮他建立信心，他没有立刻帮他补课。通过了解，知道他生活在一个父亲、奶奶都十分好赌，母亲又身在外打工的家庭，没人管他的学习、思想，成绩越来越差，人也就越来越自卑。老师决定从找他的优点着手，很快我就发现他写的字很漂亮，端正有力，于是在班会让我郑重其事地把他的作业和几位优秀生的作业端端正正地贴在“我真棒”的墙报栏上，一边贴一边对全班同学说：“你们看，江杰同学的字写得真好，差不多有这些优秀学生写得这么好了，你们可要向他学习。”也许是第一次听到老师的夸奖，他显得有些不安，小脸红红的。于是，我开始给他补课了。从最基础的拼音、字词补起，然后逐步提高，我在课堂上还常常创造机会给他回答问题，让他展示自己每次回答问题，我都用欣赏的话语肯定他的进步。在班上我还成立学习小组，特意安排品行好、成绩优秀的学生与他一组帮助他。慢慢地，我发现江杰同学变了，开朗了，自信了许多。期中考试语文、数学竟然得了60多分。这个分数对其他孩子来说，不值得称道，但对他来说就是飞跃。

Slide 17: Ceiling on Desires

Liu Jungqiang (Chinese story is on www.ssehv.org, teachers' research and reflections)

One example was a case in which a grade 5 student broke both of his legs. The family had financial difficulties so the medical expenses were a heavy extra burden. To help the family, the school started a 'donation with love' programme. He told the students about this situation and donated RMB100 as the first in line, to set an example. Through this example the students took out their allowance money and gave to this cause. The school leaders and other teachers used the opportunity to tell the students that 'if every individual in society had the love that you have

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shown, this world would become more beautiful. We hope that you can continue to use your love to warm other people in future. Through this experience, a transformation happened. The whole class become full of love – everyone had learned to love the group and to become a diligent member of that group and give their love to other people.

一个案例是，一个五年级的学生的双腿受伤了。他的家庭经济很困难，因此，医药费用就成为一个额外的负担。为了帮助他们，学校开始了“献爱心”活动。老师告诉学生受伤同学的情形，并首先捐出 100 元。同学们纷纷拿出自己的零花钱捐献爱心。学校的领导和老师借这个机会教导学生说：“如果社会上的每一个人都能像你们一样有爱心，这个世界将变得更加美好，我们希望你们将来能够继续用你们的爱心去温暖其他的人。”通过这件事情，发生了很大的变化。整个班集体都充满了爱—没，每个人都学会了爱集体，并把自己的爱献给他人。

Slide 27: Inner Peace

Yeung Gang Ming (Chinese version is on www.ssehv.org, teachers' research and reflections)

When there is some unexpected incident, she will use the opportunity to teach the students to help others. For example, once in the recess break a boy knocked his classmate to the floor. The boy hit his head on the wall and passed out. The first boy reacted quickly by holding a cloth to his head. The victim was sent to hospital. The teacher was very angry. She wanted to punish the boy, but when she went into the classroom the other students were already scolding him and the boy was very sad, regretful and afraid. At that moment the teacher ceased to be angry. She tried to communicate, to find out the reason for the incident and to establish whether it really was the boy's fault. Also, she was aware of the boy's regret. She asked the class if they could forgive him. All the class said they would forgive, and the boy smiled again. Afterwards all the students discussed what they could do to comfort the injured boy. Through this incident the teacher discovered that a lot of the students had been affected by the incident and had learned a lot, including how to pay attention to safety when playing, and how to forgive others and their mistakes.

当有意外发生的时候，她总是教导学生帮助别人。例如，一次在课间休息的时候，一个男孩把他的同学打倒在地上。那个男孩在墙上撞他的头并且昏过去了。第一男孩赶紧用布包住那个男孩的头，把他送往医院。老师非常生气，她想惩罚那个学生。但是，当她赶到教室的时候，看到其他学生正在批评他，他自己也觉得很害怕，很难过，也很后悔。在这个时候，老师没有生气了，她尽力和学生沟通，询问事情发生的原因，确定是哪个学生的错。她也感觉到了这个学生后悔的心情。她问班里的学生能否原谅他。所有的学生都愿意原谅那个男孩，因此他又笑了。接下来，同学们一起讨论如何安慰受伤的男孩。经过这次的事情，老师发现许多学生都受到了很大的影响，也学到了很多，包括在玩耍的时候如何注意安全，如何宽恕别人的错误。

Monitoring anger: Hu Shihong (Qujiang Exp School, Nov 2006)

One day I was in my office correcting students' papers. The class leader ran in, shouting loudly, "Mr. Hu! Deng Fengchen has broken the class' daylight lamp!" Hearing this news, I was extremely angry. I raced to the classroom, wanting to punish him. But I tried to calm down – telling him that it is good to play ball but not in the classroom. What would happen if it hit somebody? Then I let him sweep the room and the disturbance passed.

The next day the children handed in their diaries. I opened his diary. He had written: "Today I make a mistake. My teacher could have told my father or hit me. But he did not do this, and actually did not scold me. Mr Hu, to you, my true feelings, I cannot forget". This student's heart-to-heart writing left me deeply, deeply moved. A child who has not previously handed in his diary has written this speech explaining how my method has moved him deeply, from his heart's core.

有一天，我正在办公室批改作业。班长跑进来，大声嚷道：“胡老师，邓锋成把班级的日光灯打破了。”听到这个消息，我非常生气，快步来到教室，想狠狠地训他一顿。想到上一次

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的教训，我冷静了下来，了解原因后，告诉他玩溜溜球是好的，但不能教室里玩。如果打伤了人怎么办？然后，我让他把地扫干净。一场风波就过去了。

· 第二天，班长把“日记”交上来。我打开他的日记。他在日记中写道：“今天，我犯了错，心想老师一定会告诉父亲，免不了又是一顿打，想不到老师却没这样做，也没有骂我。胡老师，你对我的一片真情，我决不会忘记。”学生的肺腑之言让我深深地感动了。要知道，他是班级有名的“调皮蛋”，从不写日记的，今天能写出上面的话，说明我的处理方式深深地打动了她，而且是从心灵深处打动了她。

Slide 29: How does teaching affect your health?

I was feeling burnt out and restless...Therefore in my teaching I would always strive for perfection and always thought the students had grasped the complete knowledge as long as they obtained good test results. But the fact is not so. You pay very much, but the harvest is actually very little. Facing this fact, I had become excessively sad, excessively disappointed and very tired. My teaching did not have any meaning. Then I started to participate in the values education training and we became aware of the theory to “awaken the child’s innermost feelings, thoughts and values”, “help the children to know they all have special qualities” and “the deepest impression the student has is of the teacher’s personality, not the knowledge which she teaches”. All of this touched me in a very big way and I blushed with shame when I recalled the past. Though I had thought myself to be a teacher, only pursuing the academic score was really superficial. I have learned the “humanist” side of the work, to “take the love as the starting point” even if the student’s outcomes are not so good. I try as much as possible not to look at the superficial things but to discover the students’ true intrinsic selves. As a result of my own values change I now always set out to try to discover the students’ happy side, maintain a happy mood in the classroom, and now I have finally found the work to be a joy, and my teaching to be happy.

Teacher Liu, Qujiang Experimental School, March, 2006

在教学中，我全力以赴，精益求精，总想每个学生掌握好全部知识，考试取得好成绩。可事实并不是如此，你付出很多，收获却很少。面对此状，我有过伤心，有过失望，也有过埋怨，甚至产生了职业倦怠，觉得教书太累了，没意思。直至我参加了价值教育的学习培训，“唤醒孩子内心和思想深处良好的价值观念”，“帮助孩子认识他们拥有的一切潜质，真正的自我”，“学生印象最深的是教师的人格，而不是所教的知识”。一切一切对我触动很大，抚忆今昔，让我汗颜。觉得自己作为一名教师，只是追求分数实在太肤浅了。在工作中我学会了“以人为本”，“以爱为出发点”，即使学生表现得不太好，成绩不理想的时候，我尽量不去看那些表面的东西，而是去发现学生内在的真正美好的一面。正由于自己价值观的改变，总是有意去发现学生美好的一面，在工作中保持愉快的心情，现在我总算找到了工作的快乐，教书的幸福了。