

Welcome to the April 2003 Issue.

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Supported by the Sathya Sai Education in Human Values Trust UK a registered charity.

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NEWS STORIES / ARTICLES OF INTEREST

Training Update

The following training dates are available in the coming months:

Redbridge, Essex: June 1, 8, 15, 22, 29, July 6.
Contact: Stephanie Singh, Tel: 020 8983 8752.

Pinner, Middlesex (London): August 16 – 21st & 23rd. This is a one-week intensive course designed for those who can commit to a full week.
Contact: Carole Alderman. Tel 0208 903 2557

Croydon, South East: May 3, 10, 17, 24, 31 & June 7th.
Contact: Bina Valsan . Tel: 020 8760 0688

New dates are being added all the time. Please visit our website at www.sathyasaiehv.org.uk for updates.

Wider Perspectives on Values Education

The values underpinning the philosophy of Sathya Sai EHV can be encouraged and developed in pupils not only through Values Education classes but also through activities taking place outside the classroom and through the day-to-day operation and life of schools. This article offers teachers some examples of how values education might be taught outside the classroom. They can be used as a basis to discuss what types of activities and initiatives best suit particular schools.

Assemblies

School, year, or class assemblies are some of the only times during the school day when significant numbers of pupils and teachers come together on a relatively formal basis. Therefore assemblies offer schools an excellent opportunity to reflect on the whole notion of shared values:

- Begin each assembly with one minute of silent sitting.
- Focus the issues to be discussed in each assembly around a particular value. Make this value explicit to those attending (e.g. 'the focus of today's assembly is forgiveness').
- Encourage pupils facilitating assemblies to use short stories to help reinforce this value.
- Reflect on this value in your morning prayer or other act of worship.
- Try to find local musicians to help you to compose a school anthem based on human values and conclude each assembly with this song.

Displays

We are all subtly influenced by what we perceive around us. The use of available space within the school reception area, staff room, classrooms, corridors and playgrounds to display projects focussed on human values is therefore an excellent way to reinforce aspects of your Values Education programme:

- Ask all pupils at your school to make a print of their hands. Display these prints along with other captions and statements that reinforce values such as unity and friendship.
- Organise a poetry competition focussed on a particular human value. Display entries in the corridors or in the school reception.
- Encourage staff to create a display for the staff room focussed on the five core values and as part of an INSET on Values Education.
- At the end of each term decorate classrooms with balloons on which pupils have written and illustrated a variety of human values.
- Use the five value fruits (i.e. cherries for right conduct, pears for peace, apples for truth, strawberries for love and grapes for non-violence) as symbols within your displays.

Theme days/weeks

There are examples of schools that have suspended the normal school timetable on certain days of the year in order to focus on activities that consider and reinforce Values Education related themes. Other schools have organised theme days that, on particular days of the year, use the school timetable to help structure values education related activities. Examples of topics that might be considered on theme days include:

- During *Good Behaviour* day use role-play and discussion to consider the implications of telling lies, telling the Truth and the notion of being true to oneself.
- On *Emotions & Feelings* day use cartoon characters to help pupils to reflect on things that help them to restore a sense of Peace (e.g. silent sitting) when feeling angry or sad.
- During *Good Citizenship* day use drama and other group activities to help pupils to consider ways in which they can show Love for themselves, others and the environment.
- As part of *Healthy Living* day use stories, poems and songs to reinforce the fact that self-discipline and Right Conduct are a prerequisite to the maintenance of good health.
- During *Positive Relationships* day use storytelling, drama and art to help pupils to consider the notions of respect, compassion and Non-violence.

Public statements and aims

The public statements and aims of a school, such as those detailed in the school prospectus or stated during 'speech-day', make explicit not only the vision that it is assumed underpins the day-to-day life of a school, but also the official values of this school. Although the actual values underpinning school policy and practice can be very different from those detailed in the school brochure, for example, it is helpful to make a particular commitment to developing human values and character amongst pupils. This can be developed through the ongoing creation and maintenance of comprehensive Values Education provision:

- Include updates on your Values Education programme in correspondence to parents.
- Specify the development of human values and character as core aims in your prospectus.
- Include Values Education provision as a regular item on the agenda of staff meetings.
- In school assemblies reinforce the importance of developing good values and character.
- Ask pupils to consider Values Education provision at school council meetings.

Disciplinary policies and procedures

The criteria and procedures used to evaluate pupils' behaviour are another expression of the values underpinning the policy and practice of schools:

- Integrate human values into the school behaviour policy, codes of conduct and rules.
- Design a reward system that encourages the development of good character and human values. For example certificates and other rewards and awards could be used to acknowledge consideration of different values shown by particular pupils.
- Create materials that pupils can use during detention to reflect on how their attitude and behaviour fell short of a values-based approach to life and to set targets that will indicate how they will act differently in the future.

Values education workshops

In order to make teachers, parents and other local community members more aware of your Values Education programme, and the principles on which it is based, organise regular Values Education workshops. For example:

- Organise a member of the British Institute of Sathya Sai Education (BISSE) to run parents' evenings introducing parents to Values Education.
- Encourage parents to complete a BISSE training programme so that they too become eligible to help support class-teachers when, for example, teaching Citizenship & PSHE classes.
- Organise for BISSE to run an INSET for all the staff at your school or, perhaps through your LEA or a Networked Learning Community, for the staff at other local schools as well.

Values clubs and holiday programmes

There are now some very successful examples of schools across the UK and overseas that have set-up and run Values Education clubs and holiday programmes:

- Ask a member of staff or a BISSE teacher to set-up a Values Education Club that can run either during the lunch-break, at the end of the school day, or at weekends.
- Host a BISSE human values course during the holidays. Encourage staff to assist on this programme in order to help the organisers, and to use this course to build on the work already completed at your school in Citizenship and PSHE classes.

Music in Relation to Human Values

“Music lessons appear to strengthen the links between brain neurons and build new spatial reasoning” – Fances Rauscher, University of California – Irvine

“Music develops the brain” – Dr Frank Wilson, Assistant Clinical Professor of Neurology at the University of California School of Medicine, San Francisco

“We are moving after their minds and so are the other groups” – Mick Jagger

“I figured the only thing to do was to swipe their kids. I am not talking about kidnapping. I’m just talking about changing their value system, which removes them from their parents’ world effectively” – David Crosby, David Tame, “The Secret Power of Music”

Music is an exciting genre. In order to uplift society today, we need to explore the fascinating links between music, consciousness, spirituality and society. Whereas music has only for the last century been widely conceived as being an “intangible art form” of little objective power, this contrasts with the sheer wonder of how the ancient sages and philosophers from Egypt, India and Greece, who knew that MUSIC IS SOUND and that SOUND is a transformative force on several levels. Music! Sound was definitely believed to be ultimately capable of even creating and reshaping matter itself. This was because audible sound, including music, was considered to be an outpouring of a higher or Cosmic Sound, which is the source of all energy/matter.

It has been observed that as music changes, so too does the physical, emotional, mental and spiritual behaviour of man. The result today is that man is propelled into a higher state of consciousness.

Sound, is believed to be the origin and basis of all creation. Sound is the cause, and not the effect, of all vibrations. There can be sound even without the usual mediums of air, light, water and physical matter.

A German Scientist, Dr Wilfred Krueger, brought to the attention of the scientific world, amazing similarities between the intervals of music and the structure of the atom, Sound can shape and mould our physical surroundings.

Resonance

Music is a shaping and transformative force upon our society. And that fact has serious implications. Many social trends, good or bad. Begin with music. So music is not just for fun. Musicians hold a responsibility. The sound, keynotes, as it were, to which millions of other individuals respond. Music is the language of the soul, more powerful than anything else. Music is more than just entertainment. Music is one of the most powerful forces in the shaping of our destiny and personalities.

What this basically means is that we listen to, we accommodate and assimilate into our minds. This usually results in our acting in accordance with that state of mind. What we listen to inevitably effects our behaviour.

The negative effect of music on plants and animals.

Plants, animals and human beings are adversely affected by adverse types of music.

- Research shows that microscopic bacteria is killed when exposed to certain types of music and actually generates faster with other types of music.
- Research shows that music has a great effect on plant life. It affects not only the external structures of the plant, but also has a definitive effect on its microscopic structure. The music of Bach has been scientifically proven to accelerate plant growth. When plants are exposed to classical music they bear big and more colourful leaves. The music of Mozart has also been shown to improve intelligence in children who were exposed to his music in their early years – the so-called “Mozart Effect”.

In an experiment with Indian Ragas, it was noticed that the plant had an even more positive response to that of western classical music. The plant had wound itself around the speaker when the music of Ravi Shankar was played.

CONCLUSION

Music influences the culture and not the converse.

As in Music...so in Life

Lesson Plan Exercises

This month's theme is based on the value: Power of the mind

POWER OF THE MIND

RELATED VALUES

LOVE:

Acceptance, Affection, Care, Compassion, Consideration, Dedication, Devotion, Empathy, Forbearance, Forgiveness, Friendship, Generosity, Gentleness, Interdependence, Kindness, Patience, Patriotism, Reverence, Sacrifice, Sharing, Sympathy, Thoughtfulness, Tolerance, Trust and Unselfishness.

TRUTH:

Accuracy, Curiosity, Discernment, Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Optimism, Purity, Quest for knowledge, Reason, Self-analysis, Self-awareness, Sincerity, Trusting, Truthfulness, Unity of thought, words and deed.

RIGHT CONDUCT:

Self-help Skills: Care of possessions, Diet, Hygiene, Modesty, Posture, Self-reliance, Tidy appearance.

Social Skills: Good behaviour, Helpfulness, Politeness and Good relationships.

Ethical Skills: Code of Conduct, Courage, Dependability, Determination, Duty, Efficiency, Initiative, Perseverance, Punctuality, Resourcefulness, Respect for all, Responsibility.

PEACE: Attention, Calm, Concentration, Contentment, Dignity, Equality, Equanimity, Faithfulness, Focus, Gratitude, Happiness, Harmony, Humility, Optimism, Patience, Reflection, Satisfaction, Self-acceptance, Self-confidence, Self-control, Self-esteem, Self-discipline, Self-respect, Understanding, Virtue, Inner silence.

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for Others, Consideration, Co-operation, Forbearance, Forgiveness, Joy of Life, Loyalty, Morality.

Social: Appreciation of other cultures and religions, Brotherhood/ sisterhood, Environmental Care, Citizenship, Equality, Harmlessness, National Awareness, respect for property, Social Justice, Universal Love.

COMMENTARY

According to the Webster's Dictionary, POWER means "possession of control, authority or influence". Mind means "the element or complex of elements in an individual that thinks, perceives and wills, and especially reasons". In SSEHV we will use the word 'Mind' when we speak of the thinking or discursive part and 'Intellect' when we mean the discriminating, intuitive, creative aspect.

This month's theme incorporates all the values. It is said that the mind can be compared to a team of horses. The driver of the team needs to take a firm grip of the reins to remain in control. If the control is not taken, the horses will run wherever they want to go and may even harm the driver if they tip the carriage over. Many children and young people today lack the POWER to control THE MIND.

An article in the Observer Sunday May 19th 2002 informs the reader that thousands of teenagers across Britain are using knives and razors to injure themselves. According to the article the

slashing of their wrists and arms is not a suicide attempt but rather a “group-led kind of gothic fashion statement: a grungy display of hardness (look at the pain I can bare) and softness (look at the pain I am feeling inside).” Children and young people need to be shown how to be vigilant so that they grow to master the mind and not be its servant.

They can be taught how to constantly monitor and observe their thoughts and how to use silent sitting techniques that help to still the mind. Teachers could use the analogy of the mind behaving like a mad monkey that jumps around and destroys things through ignorance and for the sake its personal satisfaction. They could show a film of monkeys in the wild to illustrate how they are noted for not exercising any control over their MINDS and letting their feelings and emotions dictate their behaviour and colour their decisions.

They could draw parallels as to how the POWER OF THE MIND can lead us to escapism, through watching TV, drinking alcohol, taking drugs and so forth. They could then explain that escapism cannot really help us to find lasting peace or satisfaction, let alone permanent joy. After the films, the teacher could explain that in order to keep the monkeys from doing too much damage we can give it a tree to climb up and down; a task to occupy it constructively.

The teacher could point out that we can use the POWER OF THE MIND in a constructive way. To do this we can withdraw the senses from the outside and to focus within to bring us in touch with our higher mind. In this way, our lower mind becomes our servant rather than our master. They could stress that whilst the “monkey mind “ is focused on the exercise, it is encouraged to become stiller and there is less room or time for worry or other negative thoughts.

This could lead on to practising the exercise on light visualisation. In this exercise, a light is visualised outside the forehead and then brought down into the heart. From the heart it is brought to the rest of the body and then on outwards. It is can then be sent to family, friends and even to people we do not like, out across the world and the universe and then back again to be placed in the heart.

Younger children often find it easier to imagine a light coming from within their chest and getting brighter. The teacher could tell them to imagine a dimmer switch in the centre of their chest and then to imagine that they are turning it up so that the light starts spreading into their body and around it. Teachers have found this practice enormously beneficial. Even children who have done this for the first time have commented: I feel lighter, brighter, happier, more loving, more relaxed, more myself, like coming home, comfortable. One child said that he felt as though there was a bond of love between him and the rest of the class. Definite improvement in the behaviour of children who have practiced the light visualisation exercise/have been noted. Other benefits that have been noticed are improved focus and concentration, greater self-esteem and more enthusiasm.

QUOTES

The perfect man employs his mind like a mirror. It grasps nothing. It refuses nothing. It receives, but it does not keep. (*Chuang-tzu Soshi*)

Likes and dislikes are in the mind, not in the matter (*Sathya Sai*)

It's all in the mind (*Proverb*)

Only when you have no thing in your mind and no mind in things are you vacant and spiritual empty and marvellous (*Te-ShanTokusan*)

Mind above matter (*Proverb*)

Stop talking, stop thinking, and there is nothing you will not understand. Return to the root and you will find the meeting. (*Seng-ts'an Sosan*)

It is the mind itself leads the mind astray. Guard against the mind (*Zen poem*)

A wand is essentially a principle, an intention, a focused thought. (*Marianne Williamson*)

Go within, or go without (*Sathya Sai*)

Be still and know I am God (*The Bible*)

The mind is like a silent lake, the depths can only be seen when it is calm. (*Sathya Sai*)

It is only in a peaceful mind that noble thoughts can arise. (*Sathya Sai*)

What is life but full of care if we have not time to stop and stare (*Extract from a poem*)

Only in the silence of the heart, God speaks (*Mother Teresa*)

If you suddenly feel very light, clear and deeply at peace, that is an unmistakable sign that you have truly surrendered. (*Eckhart Tolle*)

POEM

The following poem is for Junior level to stimulate thought discussion and class work related to the value of the POWER OF THE MIND.

Oh Monkey Mind by Zita Starkie

Oh monkey mind, oh monkey mind
You make sweet living such a grind.
You moan and groan with all your might
You try to block the warm sunlight.
You tell me that I'm not alright
And that it's scary in the night.
You make me cling and hold on tight
When I am sitting with no light.

Oh monkey mind, oh monkey mind
You make sweet living such a grind.
You tell me that my friend is bad
Though she's the best I've ever had.
And then you even make me sad
To think I haven't the latest fad.
You trick me into being glad
When monkey mind, you make me mad.

Oh monkey mind Oh monkey mind
You make sweet living such a grind
I know I need to keep you still
And really exercise my will
To stop you racing just until
I know you're harnessed to my will.

POEM

This poem is for Secondary level.

Finding Peace of Mind by Zita Starkie

Can't get peace of mind.
Dark thoughts, so dark around
Breaking, brooding, blind
Crashing breakers pound
Loud sounds inside
Feel my mind explode
Nowhere to hide
Nowhere to hide the load.

If only I could let it be.
If only I could rest at ease
Fearless, floating, free
Willow bending in the breeze
No sound inside
Placid peace pool within
No need to hide
No need to hide or win.

I feel the call deep in my soul.
To somewhere that I've been before
Welcoming, wondrous, whole
A new inviting open door
I'm entering inside
Taking time to be just me
I need to let it ride
I need to let my spirit free.

Letting go of all pretence.
Of being someone that's not me
Relaxing more I'm not so tense.
Long lingering laughter lastingly
Melting, magic moment's mine.
I have no need, no need to fear
Now I know that all is fine
Its OK for me to be right here.

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as POWER OF THE MIND DAY. The school could prepare for the day by inviting suggestions from the pupils and the staff as to how the day could be marked. A suggestion box could be placed in a prominent place. A short brief during assembly, or from their form teacher, could inspire the children. Children could be encouraged to reflect upon the benefits of harnessing the POWER OF THE MIND in a useful and appropriate way.

A team, drawn from children of all ages and members of staff, could be set up to organise the project. A team of horses led by a driver could be used as an appropriate symbol to commemorate the day to symbolise the mind being kept under tight rein. Badges could be presented to pupils who have shown that they have exercised the POWER OF THEIR MINDS in an appropriate way with their studies or in other areas such as positive behaviour. The school could take the opportunity to launch a campaign against drinking alcohol, smoking and drug taking.

They could set up and write articles for a school magazine called “Positive News”(see introduction). These articles could aim at being uplifting and helping pupils to think positively about themselves and others. They could include features about pupils who have:

- overcome some kind of disability
- have made a breakthrough with work or in other areas
- who have helped others

and other inspirational articles.

Speakers could be invited from organisations to find out how the POWER OF THE MIND can prove harmful to individuals if allowed to run uncontrolled.

New research commissioned by the Samaritans has revealed that a shocking number of young people today are deliberately resorting to self-harm and even suicide. Suitable organisations to contact could include MIND (Freepost WD2336, Rainham, Essex, RM13 8BR) and the Samaritans (The Upper Mill, Kingston Road, Ewell, Surrey KT17 2AF Tel: 020 8394 8300 Fax 020 8394 8301 or visit the web site www.samaritans.org)

During assembly teachers could inspire pupils to use the POWER OF THE MIND in a positive way by telling pupils about the lives of some inspirational people such as Dr John Logan. They could investigate the work of Rudolph Steiner with music and movement. They could also look at the work of Paul Nordoff and Clive Robbins and their pioneering the Music therapy known as Nordoff Robbins who use Music Therapy for special Needs children and as part of holistic mental health care programmes.

They could also invite a speaker from the Tonalis Centre for the Study and Development of Music to speak to older pupils about career opportunities in the field of music therapists. Tonalis run 3-year courses with flexible modules. (For more information contact the British Society for Music Therapy, 25 Rosslyn Avenue, East Barnett, Hertfordshire, EN4 8DH Tel: 0208 368 8879. A speaker could be invited to talk about Anthroposophic medicine and how doctors may well prescribe yoga, music or art therapy as part of an overall programme of treatment.

A “feel good” concert or play could be performed in assembly or after school.

A Peace Garden could be set up (see Newsletter on Silent Sitting May 2001). The school could arrange a series of workshops involving alternate therapies to help combat stress. Suitable subjects could include Yoga and Meditation, Tai Chi, Aroma and Colour Therapy and so forth. The school could also launch a campaign aimed at raising awareness about individual responsibility in terms of protecting the environment (see section on Chemistry).

ENGLISH:

At Junior level:

- SSEHV materials from the books and CDs can be used as the basis of discussion, activities and work. Lessons can be based on the following sections:
Book 1, Lessons 1.3 “Fearlessness”, 1.6 “Owning up”, 1.12 “ Being even-tempered”, 1.13 “Contentment”, 1.14 “Patience and self discipline”, 1.15 “Self esteem” and Book 2, Lesson 2.12 “Appreciation and gratitude”, 2.13 “ Ceiling on Desires”, 2.14 “Inner strength”, 2.15 “A positive attitude” and 2.16 “Self control”.
- “Silent Sitting Music” and the songs “Peace” (Track 2), “Peace is flowing through me” (Track 15) and “We wish you love and peace” (Track 17) can be found on CD 1. The following can be used from CD 2: “There is beauty” (Track 2), “Shalom my friends” (Track 8), “Deep peace” (Track 14), “St Francis Prayer” (Track 18) and “I had a dream”(Track23).
- The first of the above poems, “ Oh Monkey Mind” could be used in a similar way. Dipak Kumar’s Human Values board-games (available from SSEHV Promotions Ltd) is also a very useful source for activities.
- Pupils could discuss how they could harness the POWER OF THE MIND in an appropriate way. They could also suggest the consequences of not using the POWER OF THE MIND in a constructive and useful way. Suggestions could be placed on a mind map/flow diagram, which can be displayed in class.
- Stories and poems could be written on the theme of the POWER OF THE MIND. Possible titles could include, “The day my monkey mind went bananas” “ My naughty pet the monkey mind”, “The day I said no to my fears”, “I got rid of my gremlins”. These could also be displayed.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.4 “Self control, ” 3.9 “Racial Harmony”, and 3.14 “Peace of Mind”and 3.19 “Self esteem”. The second poem in this newsletter, “Finding peace of mind can also be used as a basis of stimulus and discussion.
- Songs from CD 3 can be used: “Follow your heart”, 3.2 Keep Calm 3.4, “Try, try, again” 3.10 “The warrior” and 3.18 “I respect the things you do”, 3.25.
From CD 4 songs include: 4.2 “Each thread I add”, 4.3 “Move on, 4.4 “Going nowhere fast”, 4.15 Fair planet ”, 4.18 “Courage my friend”, 4.25 “Strive for right”, and 4.26 “Live the Dream”.
- Pupils could write a play as a joint class project, concerning the theme of the POWER OF THE MIND. Two contrasting families could be portrayed; one whose members do not exercise any control over their MINDS and therefore let their feelings and emotions dictate their behaviour and colour their decisions. The contrasting family could be one whose members try to control their behaviour so that they behave in a sensible, kind and considerate way.

- Essays and poems can be written that are related to the topic. Possible titles could include, “ My favourite place where I go to still my mind”, “ My monkey mind got out of control” and “Ways to control the monkey mind”
- Projects could also be set on the life and works of leaders who encouraged people to strive for democracy and independence through peaceful means rather than venting their emotions through violent means e.g. Gandhi and Martin Luther King.

At GCSE level:

- pupils could give a talk about THE POWER OF THE MIND. A debate could be arranged, Topics could include “World peace depends on individuals using the power of the mind in a positive way”, “Without controlling the power of the mind there can be no lasting joy”.
- Letter writing practice could involve the theme of the POWER OF THE MIND. Pupils could write letters of praise and congratulations to organisations that have been working to promote right action based good values.
- They could set up and write articles for a school magazine called “Positive News” (see introduction). These articles could aim at being uplifting and helping pupils to think positively about themselves and others. They could include features about pupils who have:
 - overcome some kind of disability
 - have made a breakthrough with work or in other areas
 - who have helped othersand other inspirational articles.

A number of set texts could be used to explore the theme:

- In “To Kill a Mocking bird” by Harper Lee, Atticus controls and channels the POWER OF THE MIND in a positive way to fight for justice for his black client. He does not give in to pressure from the prejudiced community from his hometown, because he knows that he would not be able to face his conscience if he did so. Suitable questions would be:
 - (1) Discuss how Atticus follows his conscience.
 - (2) Why does he do so
 - (3) What are the implications of this for him and his family.
- In “Mice and Men” by John Steinbeck, Lennie’s mind is revealed to be not only like that of a child, but also very unbalanced. Pupils could look at the last scene in the book where Lennie is tormented by his thoughts and consider how easy it is to be deluded by the POWER OF THE MIND.
- Using “A View from a Bridge” by Arthur Miller, a suitable question would be Demonstrate how lack of control over the POWER OF THE MIND can have devastating and far reaching consequences for the main characters in the book.
- Shakespeare can also be used to explore the theme. In “The Merchant of Venice”, Antonio and Shylock allow their minds to focus on ethnic, cultural and religious differences. A similar theme is central to Romeo and Juliette. In “Macbeth” Lady Macbeth and her husband are tormented by their evil acts. A suitable question could include: Macbeth and his wife lack control over THE POWER OF THEIR MINDS. What are the implications of this for (a) their victims (b) themselves.

In poetry, the poems “Dolce et Decorum Est” by Wilfred Owen and “The Charge of the Light Brigade” by Alfred Lord Tennyson, describe the suffering caused by war. A suitable question could be (1) What do you think the soldiers state of mind was in both poems? Compare and contrast the POWER OF THE MIND as used by the soldiers in the two poems.

At A/S level, pupils could prepare a debate for presentation to the school. Suitable titles could include: “Go to the root and you will find the meaning”, and “We can only channel the POWER OF THE MIND positively if we have the support of good role models.”. The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.

In the A/S Literature course, the theme of POWER OF THE MIND can be explored in different ways. There is no shortage of plays, novels and poems that feature characters that have no peace of mind. Suitable questions could include

- (1) Using the play “Death of a Salesman”, by Arthur Miller
 - (a) Show how Willy Loman has tried to escape from the negative POWER OF HIS MIND by throwing himself into his business.
 - (b) Illustrate how it left him exhausted and betrayed by the fantasies and illusions that were created.
 - (c) In what way does this lead in the end to the final act of separation: suicide?
- (2) In the novel “Wuthering Heights” by Emily Bronte show how Heathcliffe’s lack of control over the mind caused suffering to
 - (a) himself and
 - (b) any one he came into contact with.
- (3) Using the novel “A Streetcar named Desire”, by Tennessee Williams, illustrates how desire, and in particular unfulfilled desire, can prevent individuals experiencing peace of mind. Poems can also be studied in relation to exploring how far a poet’s state of mind may be reflected in his/her poems. “The Waste Land” has been described as “this centuries greatest poem of despair and boredom”, (Letts Study Guide, A Level English 1999) A suitable question would be “Eliot’s poems are a progress from despair to faith; discuss.”
- (4) In “Romeo and Juliette” a suitable question would be “Juliette’s father seems more interested in exerting his own will rather than considering the feelings of his own daughter. How far do you think that the play as depicting the struggle between the POWER OF THE MIND and the POWER OF THE HEART?”

RELIGIOUS EDUCATION

A multi-faith activity could be set up for POWER OF THE MIND DAY. Individual pupils or small groups could research different religions or faiths to find out what practices are used that can help bring an individual into a peaceful state. Their work could be mounted and displayed in a prominent place on POWER OF THE MIND DAY.

The lives of great spiritual teachers whose lives have been a shining example of using the POWER OF MIND in a positive way and inspiring others to do so. Examples could include:

- (a) the Buddha
- (b) the Dalai Llama
- (c) Yogananda
- (d) Sri Oribindo
- (e) Sathya Sai Baba
- (f) Archbishop Tutu
- (g) Mother Teresa.

Students could also write to communities that are supporting people in their quest for harnessing the POWER OF THE MIND in a peaceful way, such as the multi-faith Ammerdown Community near Bath (www.Ammerdown.org).

Buddhism could be a special topic for study in that it teaches how to control and reduce the POWER OF THE LOWER MIND through the detached observation of fear and the reduction of desires. Pupils could study the life of the Buddha (the Enlightened One) and in particular his inward journey towards the state of Buddhahood where the higher mind, Buddhi, or intellect takes control.

They could reflect on the words: “Being cold and being content, being confused and being content, being hurt by all the dumb and profound misery around and being content with that, being ignored and being content with that”. *The Spiritual Director. Cittaviveka, the Chitthurst Buddhist monastery (Petersfield, Hampshire, GU315EU Tel 0730 814 986, Fax 0730 817 334)* The monastery is open to visitors on Sunday. Tea and informal teachings, under the guidance of the spiritual director Venerable Ajahn Sucitto Bhikkhu, are at 5 p.m. (Information about this and other Buddhists groups, centres and other related orders in the UK can be obtained from the Buddhist Directory (Buddhist society Publications) another useful source is The Journal of the Buddhist society (59 Eccleston square London SW1V 1PH Tel: 0208 834 5858).

Other useful Buddhist Publications include: “The Mind and the Way” by Ajahn Sumedho, “Introducing Buddhism” by Irmgard Schloegl (The Zen Centre), “The Life of the Buddha” by H. Saddhatissa, “The Dhammapada” by Narada Thera, “What Buddha Taught” by Walpola Rahula, “The Buddha’s Ancient Path” by Pisyadassi Thera, “Buddhism – A non-theistic Religion” by H. Glasenapp, “The Essentials of Buddhist Philosophy” by T. Takakusu, “The First Zen Reader” translated by T. Leggett, and “The Zen Way” by I. Schloegl.

DRAMA

At Junior and Lower Secondary level pupils practice acting exercises that are aimed at help to let go of negative mind-stuff. (See “Cutting the Ties That Bind” ISBN0-87728-841-0) Suitable examples could include

- (1) Imagine you are like an onion. Slowly strip away your layers.
 - As you do imagine that these layers are layers of frustration, anger, guilt, envy, low self esteem, sadness and so forth.
 - Imagine throwing each layer away on to a bonfire so that it is burnt to ash.
- (2) Imagine you have a ghost-busting device like the one from the film “Ghost busters”.
 - a. Switch on the device
 - b. Pretend that it can suck from you all the different feelings that you do not want to have. These feelings could include: frustration, tiredness, boredom, low self-esteem anger, sadness, jealousy, pride, etc.
 - c. Imagine all the feelings being drawn to the centre of the ghost-busting machine and that once they are in they cannot escape. You could visualise them like little gremlins, monsters or anything else that you wish, giving them any shape size or any colour.
 - d. When you feel that you have got rid of as many bad feelings as you can, imagine that you have the power to change all the grey/black/red energy, or gremlins, that are in the middle, into bright light energy.
 - e. Press another switch on your Ghost-busting machine so that it sends you light and good feelings.
 - f. With your machine go round doing the same for other pupils until everyone looks happy.

At all levels, both Junior and Secondary, pupils could write and enact plays based on the lives of people that have demonstrated great control over the POWER OF THE MIND. Suitable examples could include The Buddha, Mahatma Ghandi and Mother Teresa. They could also write and perform their own stories to be performed on POWER OF THE MIND DAY.

PSHE

The theme of the POWER OF THE MIND could be introduced by asking pupils to look at their favourite ways in which an active mind effects us. Pupils could be encouraged to consider the difference between escapist behaviour, which give temporary relief and activities, which actually go to the root of the problem. Suitable examples of positive activities could include Yoga and Meditation, Tai Chi and Aromatherapy.

Ideas from the pupils could be displayed on a chart in a prominent place before POWER OF THE MIND DAY. A suggestion box could be left underneath the display so that other pupils could contribute ideas. These suggestions could later be read and discussed by the PSHE classes and ideas incorporated into the final version of the wall chart to be displayed on POWER OF THE MIND DAY.

Pupils could contact organisations such as MIND (Freepost, (WD2336), Rainham, Essex, RM13 8BR) and the Samaritans (The Upper Mill, Kingston Road, Ewell, Surrey KT17 2AF Tel: 020 8394 8300 Fax 020 8394 8301 or visit the website www.samaritans.org) to find out how the POWER OF THE MIND can prove harmful to individuals if allowed to run uncontrolled. New research commissioned by the Samaritans has revealed that a shocking number of young people today are deliberately resorting to self-harm and even suicide". Older pupils could consider the following questions:

- (1) Suggest why
 - (a) in 2000 self-harm in young men had doubled in 10 years.
 - (b) 15% of the young people Samaritans gave spoken to have suicide tendencies.
 - (c) 13% of adolescents have attempted to harm themselves.
- (2) The Samaritans argue that young people cannot cope because they are growing up in a world that is rapidly changing and are under more pressure than before.
 - (a) How far do you agree with this statement?
 - (b) What other factors do you think are contributing?
 - (c) How can the POWER OF THE MIND be harnessed in a positive way to address this problem?

Pupils could investigate the techniques that Phyllis Krystal has offered readers as a means to gain a deeper understanding of the POWER OF THE MIND and to attempt to harness it in a positive way. (See "Taming our Monkey Mind" ISBN 0-87728-793-7 "Cutting the Ties That Bind" ISBN0-87728-841-0 "Cutting more ties that Bind" ISBN-87728-792-9)

Pupils could discuss the main premise of her books that fear and desire are just conditioned response of the mind. They could then practice some visualisation exercises that are aimed at letting go of negative mind-stuff. (See "Cutting the Ties That Bind" ISBN0-87728-841-0) Suitable examples could include:

- (1) Imagine you are like an onion.
 - (a) Slowly strip away your layers.
 - (b) As you do imagine that these layers are layers of frustration, anger, guilt, envy, low self esteem, sadness and so forth.
 - (c) Imagine throwing each layer away on to a bonfire so that it is burnt to ash.

- (2) Imagine you have a ghost-busting device like the one from the film “Ghost busters”.
- Switch on the device
 - Pretend that it can suck from you all the different feelings that you do not want to have. These feelings could include: frustration, tiredness, boredom, low self-esteem anger, sadness, jealousy, pride, etc.
 - Imagine all the feelings being drawn to the centre of the ghost-busting machine and that once they are in they cannot escape. You could visualise them like little gremlins, monsters or anything else that you wish, giving them any shape size or any colour.
 - When you feel that you have got rid of all the negative feelings, imagine that you have the power to change all the grey/black/red energy, or gremlins, that are in the middle, into bright light energy.
 - Press another switch on your ghost-busting machine so that it sends out light and good feelings to you.

GEOGRAPHY

At all levels, the Geography department could spearhead a “Think Positive-Green project”. Pupils could be encouraged to think of ways in which their school, their homes and the wider community could be encouraged to be more Eco-friendly. Pupils could join, or set up, an Eco Club. Topics for consideration could include:

- Providing more re-cycling facilities.
- Recycling old mobile phones through Virgin mobile. Mobile phones contain hazardous materials that can cause serious environmental damage if they are disposed of incorrectly. In the UK some 15 million handsets are disposed of each year. If all these were dumped in a landfill, it would be the equivalent of buying six Mir space stations. Since the best form of recycling is re-use, where possible the scheme refurbishes the handsets and puts them back into circulation. For every mobile phone that is recycled in this way Virgin Mobile has pledged to give the Red Cross £5 (Freepost recycling envelopes are available from Virgin Megastores or V.SHOPS.)
- Publicise the long and short-term environmental reasons for recycling through charts, posters, photos and other visual aids.
- Publicising environmental reasons for conserving energy and minimising waste.

At Junior and Lower Secondary level, the topic of the POWER OF THE MIND could be integrated into the study of Meteorology and Weather. Parallels can be drawn between the weather and our different states of mind. The teacher could point out that still calm weather, or highs, can be likened to when we are feeling peaceful.

On the other hand, when hot and cold air come into contact, winds are created and the subsequent air disturbances can create electrical activity and precipitation. The teacher could compare this to times when we sometimes come into conflict with others and that can cause our own kind of depression. Pupils can be shown that in the centre of each depression there is a still area despite the force of the winds surrounding it. The teacher could explain that if we go within ourselves we too could find a still place.

Children could also do a project on natural phenomena that undermine the peace of mind of people. They could write to various world charities, such as OXFAM, The Red Cross and Concern, to see how they are trying to support people who are afflicted by natural disasters. They can display the projects on POWER OF THE MIND DAY.

At Lower Secondary level, teachers could use the topic of natural disasters and the way that their effects can be lessened through human intervention. Suitable topics would include volcanoes, earthquakes, flooding and drought. In meteorology, they could also look at the phenomena of the “eye” at the centre of depressions.

At GCSE and A/S levels, pupils could study the topic of inner city deprivation and consider the negative effect it has on the POWER OF THE MIND. Suitable questions could include:

- (1) With reference to Burgess’ model explain what is meant by the term social inequality?
- (2) Define “inner city” and outline the problems associated with such an area.
- (3) Discuss the reasons behind and the impact of lack of inner city investment.
- (4) “In order to understand the character of places and the behaviour of people in relation to their environments it is necessary to consider the motivations, values and emotions of those people involved” (David Waugh). Discuss and explain the quote from Waugh with reference to the following
 - a. lack of basic amenities
 - b. overcrowding
 - c. high death and infant mortality rate
 - d. predominance of low income, semiskilled and manual workers
 - e. low family status, and
 - f. environmental factors.
- (5) Deprivation is defined by the Department of the Environment as when “an individual’s well-being falls below a level generally regarded as a reasonable minimum for Britain today”. Discuss, with reference to one area that you have studied, the effect of such deprivation on people’s social behaviour.
- (6) Identify and explain five positive aspects of living in an inner city.
- (7) Outline the Action for Cities policy (1988) (a) In what ways are government policies aimed at boosting morale? (b) What is the government rationale behind such policies?

HISTORY

At Junior level pupils could look at inspirational figures in History who encouraged people to harness the POWER OF THE MIND in a positive and appropriate way. This could not only include those who worked towards bringing peace to their own or other countries but also those who tried to improve people’s living conditions. Suitable examples could include:

- (a) Ghandi, who encouraged the Indian people to strive for democracy and independence through peaceful means rather than venting their emotions
- (b) Martin Luther King
- (c) Nelson Mandela

At GCSE, level pupils could look at various social movements that have been aimed at improving the lives of people. Suitable examples could include the Movement for the Abolition of Slavery, The 19th Century Reform Movement in Britain, The New Deal in America, Women’s Rights, Human Rights and the Anti Apartheid Movement.

At A/S and A level, the topic of the POWER OF THE MIND could be incorporated into topics concerning political thought. A suitable example would be looking at the social background, which conditions thought. Examples in western political thought could include:

- (1) Antiquity:
 - a. Aristotle’s definition of the aim of the state
 - b. The Neolithic revolution and the rise of military empires.
 - c. Plato and the Greek state
 - d. Alexander and the Hellenistic world; Stoics and Epicureans.

- e. Rome and the rule of law.
 - f. Christianity and the Jewish tradition.
 - g. The triumph of Christianity: St Augustine.
- (2) Political thought of the Middle Ages:
- a. The dark ages
 - b. The rise of mediaeval civilisation and the barbarian contribution.
 - c. Feudalism and Kingship
 - d. Papacy and the Empire: St Thomas Aquinas
 - e. The Mediaeval Realm: Parliamentary Institutions
 - f. The disruption of Christendom.
- (3) Political thought of the Renaissance and the Age of Rationalism:
- a. The Renaissance
 - b. The Reformation and the Wars of Religion
 - c. Sovereign power and the great state
 - d. The new Rationalism – Descartes and Hobbs
 - e. English puritans
 - f. The Whig tradition: Hooker, Locke and Halifax
 - g. Scientific humanism - Spinoza and Vico
 - h. The Age of Reason – Montesquieu. Diderot and Hume.
 - i. The romantic reaction- Rousseau and Burke and
 - j. The Industrial revolution.

ART

At Junior level, children could make collages, paint pictures or make models to illustrate or symbolise POWER OF THE MIND. Children could also draw a picture of a lake with ripples on its surface or a pond with concentric ripples, to illustrate how the mind can be disturbed easily. They could draw, paint or model their feelings.

They could visualise them like little gremlins, monsters or anything else that they wish to. They could see how they could make them in different shapes, colours and textures. Work could be displayed in a prominent place on POWER OF THE MIND DAY. They could draw a picture depicting how they can change all the gremlins in the middle into bright light energy. They could also make pictures showing light healing.

At Secondary level, pupils may like to focus on the work of artists such as Constable whose pictures convey peace. They could make objects for the peace garden such as angels, Buddha's and water features.

At GCSE and A/S levels, pupils could study Mandalas as an art form that is used to take the artist and viewer away from the bustle of the world to a serene inner centre. A suitable book for reference is "Mandalas", by Laura Watts. (ISBN 1-84215-334-X) Teachers can explain how the Mandala can be used as a tool to guide us to the core of stillness that lies within ourselves.

Projects on Mandalas could include: Mandalas in Ancient Patterns and Labyrinths, Celtic and Christian Symbols, Navaho and Tibetan Sand Paintings, Native American and Buddhist Mandalas, Hindu Yantras, such as Dynamic Tight Traceries and Spirograms, the Human Mandala, and Mandalas in nature such as snowflakes, flowers, shells and tree rings (see Book 3.24).

Pupils could make and display their own Mandalas on POWER OF THE MIND DAY. Pupils could also look at paintings that particularly reflect a painter's state of mind. A suitable example could include the work of the Expressionists. Questions could include:

- (1) Show how the painting of Edvard Munch (1863-44) "The Scream"(1893), effects our mood. You may consider how the long flowing brush strokes and vivid, even lurid, colours convey the inner turmoil of his subjects.
- (2) With reference to Kandinsky, show how artists in the New York school, or Abstract Expressionists, were united in their aim of expressing their inner selves through the medium of painting.
- (3) Arshile Gorky (1904-48), like the Surrealists, let his subconscious mind guide his hand. Explain how the flowing lines and interacting shapes and colours have produced works that have an effect of great power.
- (4) With reference to the work of Jackson Pollock (1912-56), describe some of the unconventional methods of Action painters such as the use of glue, glass, nails and buttons.
- (5) In the painting "Woman" (1950-52), how does the Action Painter, De Kooning, transform the image of smiling radiant womanhood into the earth mother of primitive legend, all-powerful and merciless.
- (6) With particular reference to the painting, "Intrigue" (1890), show how James Ensor (1860-1949), clearly conveys the state of mind of his subjects.
- (7) How far do you agree with the statement that Oskar Kokoshka (186-1980) could reveal the emotions and character of a sitter?

DESIGN TECHNOLOGY

Pupils could design and make inspirational objects for POWER OF THE MIND DAY. These could include badges, a school plaque (see quotes) or some other representation of POWER OF THE MIND through a sculpture, collage, tapestry or other medium. They could make objects for a peace garden such as wind chimes, mobiles, arches, screens, benches, water features, angels and Buddhas (see whole school). They could also make Native American Mandalas in the form of Dream Catchers and Tibetan Humming Bowls.

At GCSE level pupils could design and make recycling facilities as part of a Think Positive - think Green Project (see Geography).

At A/S and A level, pupils could study Mandalas as an art form that is used to take the artist and viewer away from the bustle of the world to a serene inner centre. A suitable book for reference is "Mandalas", by Laura Watts. (ISBN 1-84215-334-X) Teachers can explain how the Mandala can be used as a tool to guide us to the core of stillness that lies within ourselves.

Projects on Mandalas could include Mandalas in Ancient Patterns and Labyrinths, Celtic and Christian Symbols, Navaho and Tibetan Sand Paintings, Native American and Buddhist Mandalas, Hindu Yantras. Mandalas could form mosaic patterns in and around a peace garden or some other quiet spot in the school.

Working models of solar powered artefacts could also be designed and then constructed, as a joint project with pupils studying A level Physics.

MATHS

At Junior level, children could be given a sticker when they have shown great patience over a particular set task. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period.

At Upper Junior and Secondary levels, pupils can devise surveys concerning the POWER OF THE MIND. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for POWER OF THE MIND DAY or longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter, and pie diagrams. The survey can be conducted in the form of questionnaires. Pupils could be asked to tick the relevant box (boxes) and write comments in appropriate places. Suitable questions could include:

- “What do you do to help exercise control over your mind?”
- “If you do something against your conscience does it effect you?” *yes, no sometimes, never.*”
- Do you think that it is important to focus your mind to concentrate on your school work.” *yes, no, sometimes, not sure.*
- “How do you feel when you have controlled your mind and acted in a kind and truthful way?” *OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).*
- “Why do you think that people often give up easily?” *only think of negative things, don't value themselves enough, have not been shown how to persevere? (You may tick as many boxes as you want).*

At GCSE level, pupils could be set work based on the trial and error method. The teacher could use the opportunity to focus on the benefits of positive thinking. It may also be useful for the teacher to explain that making mistakes can be a positive aid to learning because we are discovering, in the process of making “mistakes”, what is useful to us in our quest to obtain a correct solution. By discarding what we do not need, we arrive at a final solution to the problem through the process of illumination. The teacher could draw parallels with daily life and how we need to persevere in shedding the skins of fear and desire before we can feel more contented and fulfilled in our quest to discover who we really are.

BIOLOGY

At Junior and Secondary levels, children could investigate the sound of different types of music on their physical wellbeing. They could measure their pulse rate as different types of music are played. Suitable examples could include

- (1) Scary film scores
- (2) Romantic ballads
- (3) Rousing marches
- (4) Reverent hymns
- (5) Sad and evocative songs
- (6) Dreamy music
- (7) Heavy Metal music
- (8) Garage music
- (9) Taize music
- (10) Lullabies
- (11) Serialism (such as that by Stravinsky, where a tone row is used to randomly create compositions). The findings could be recorded on a bar or line charts and then displayed in a prominent place on POWER OF THE MIND DAY.

At Secondary Level, pupils in the Biology department could take the opportunity to spearhead a school campaign against drinking alcohol, smoking and drug taking as part of a project on the POWER OF THE MIND. They could also concentrate on positive aspects by investigating the effect of:

- (1) Positive thinking
- (2) Listening to gentle and uplifting music
- (3) Watching uplifting films, videos and TV programmes and
- (4) Keeping good company.
- (5) Music played to babies in the womb

The effect on health can be considered in terms of does it

- (a) relax people
- (b) make them feel content/ happy/exhilarated.

The findings can then be related to physical phenomena such as

- (i) The lowering of blood pressure
 - ii) The strengthening of the immune system. They could also look at the effect of different kinds of sounds on humans and plants. .
- (6) Pupils could look at the role of Music Therapy for special needs children and in mental health day care programmes. They could investigate the work of Rudolph Steiner with music and movement. They could also look at the work of Paul Nordoff and Clive Robbins and their pioneering the Music therapy known as Nordoff Robbins. A suitable question would be “ Why do you think that Anthroposophic doctors may well prescribe music therapy as part of an overall programme of treatment? “ (See section on Music) Pupils could conduct experiments to see which sounds are beneficial/ not beneficial to plant growth.

At GCSE and A/S levels, the topic of POWER OF THE MIND can be explored through looking at the effect of sound on different organisms, as well as plants.

Look at the article in the Mirror on ‘What A Cell Phone Can Do To A Child's Brain In Just Two Minutes’ which can be seen on <http://www.sundaymirror.co.uk/shtml/NEWS/P15S3.shtml>

Quote:

Scientists have discovered that a call lasting just two minutes can alter the natural electrical activity of a child's brain for up to an hour afterwards. And they also found for the first time how radio waves from mobile phones penetrate deep into the brain and not just around the ear. The study by Spanish scientists has prompted leading medical experts to question whether it is safe for children to use mobile phones at all.

Doctors fear that disturbed brain activity in children could lead to psychiatric and behavioural problems or impair learning ability. It was the first time that human guinea pigs were used to measure the effects of mobile phone radiation on children. The tests were carried out on an 11-year-old boy and a 13-year-old girl called Jennifer.

Using a CATEEN scanner, linked to a machine measuring brain wave activity, researchers were able to create the images above. The yellow coloured part of the scan on the right shows how radiation spreads through the centre of the brain and out to the ear on the other side of the skull. The scans found that disturbed brain wave activity lasted for up to an hour after the phone call ended.

Dr Gerald Hyland, a Government adviser on mobiles, says he finds the results "extremely

disturbing ... It makes one wonder whether children, whose brains are still developing, should be using mobile phones. The results show that children's brains are affected for long periods even after very short-term use. Their brain wave patterns are abnormal and stay like that for a long period. This could affect their mood and ability to learn in the classroom if they have been using a phone during break time, for instance. We don't know all the answers yet, but the alteration in brain waves could lead to things like a lack of concentration, memory loss, inability to learn and aggressive behaviour."

Previously it had been thought that interference with brain waves and brain chemistry stopped when a call ended.

The results of the study by the Spanish Neuro Diagnostic Research Institute in Marbella coincide with a new survey that shows 87 per cent of 11- to 16-year-olds own mobile phones and 40 per cent of them spend 15 minutes or more talking each day on them. And disturbingly, 70 per cent said they would not change the use of their phone even if advised to by the Government.

Dr Hyland plans to publish the latest findings in medical journal *The Lancet* next year. He said: "My advice would be to avoid mobiles."

Dr Michael Klieesen, who conducted the study, said: "We were able to see in minute detail what was going on in the brain. We never expected to see this continuing activity in the brain. We are worried that delicate balances that exist - such as the immunity to infection and disease - could be altered by interference with chemical balances in the brain."

A Department of Health spokesman said: "In children mobile phone use should be restricted to very short periods of time."

End of quote

Discuss the advantages and disadvantages of using a Cell Phone. Is there a compromise?

At A/S and A levels, pupils could look at the importance of Quantum Medicine and its impact in the field of Biology. Deepak Chopra's book "Quantum Healing" could be used as a source for investigation.

CHEMISTRY

At Junior and Lower Secondary levels, the topic of THE POWER OF THE MIND can be introduced through experiments that give rise to disturbances, such as adding bicarbonate of soda to water. The teacher could draw parallels to life.

The teacher could compare the bicarbonate of soda to the trigger that prompts us to react with emotion. The water bubbles can be compared to the action of the mind, creating thoughts. As the bubbles burst into the air, we see that they are impermanent in that the air contained in the bubble joins the air around. The bubble appeared different to the surrounding air, but in reality, there was no permanent separation. In the same manner, we perceive ourselves to be separate from the whole, but is this the total reality?

Teachers could draw parallels between the mind being polluted with negative influences such as article on Cell Phones above, seeing violence on TV and video games, etc. and the planet being polluted by chemicals. They could explain that just as chemicals effect the air we breathe, the ozone layer, the soils and our whole environment, negative influences effect THE MIND.

Teachers could explain how THE POWER OF THE MIND could be drawn towards negativity instead of being positive when we watch horror movies, violent film, disturbing TV images, etc.

Pupils could be encouraged to put their spare time to constructive ends so that the POWER OF THEIR MINDS is channelled in a useful and positive manner. A project could be set up on chemicals and the environment. Pupils could write to the environmental organisations Green Peace and Friends of the Earth to ask for information concerning how their organisations have been helping to remove or reduce the use of harmful chemicals.

They could look at the kind of chemicals that are harmful to the environment and study their effects, such as acid rain on soils. Pupils could look at everyday household use of chemicals in terms of them being environmentally friendly or otherwise. They could write to Ecover for more information on biodegradable products. (Ecover 165 Main Street, Newgreenham Park, Berkshire, RG19 6HN).

Pupils could give suggestions as to how they could contribute as individuals to “cleaning up the planet”, by for example using non-biological washing powder. Pupils could also study viscosity. The teacher could relate it to everyday life in that the more flexible we are the more we can flow through life just as more viscous the liquid the greater the flow, even around obstacles in its path.

They could also look at different chemicals in terms of stability/instability. The teacher can point out that the mind can be very unstable and active if we allow it to be so. It can be compared to a chemical that is potentially very unstable and therefore it is safer, if we ensure that it is constantly kept in a stable condition.

At GCSE level, pupils could explore the theme at greater depth. They could study the effects of enzymes on the environment and other chemical pollutants. They could create a flow diagram, with suggestions as to how individuals can reduce the amount of chemical pollution they create. This could be displayed on the POWER OF THE MIND DAY. The topic of periodic tables and electron arrangements could be used to interact with the theme of THE POWER OF THE MIND.

Teachers could point out that as atoms get bigger they have more shells of electrons. This electron shielding could be compared with the effect of the ego. The ego can be compared to an atom. The bigger our ego is, the more we surround ourselves with layers of fear and desires. Pupils could be asked to look down the periodic tables to confirm how, as you go down each group each new row has one more full shell. Just as the inner shells provide “shielding” from the attraction of the positive +ve nucleus, so our layers of fears and worries provide shielding from our positive inner selves. Parallels can be drawn with the reactivity of alkali metals and the reactivity of people to situations.

The teacher can point out that we become more reactive when we are more separate from our true inner self. It could be pointed out that just as we become more reactive when we are feeling tense, so alkali metals become more reactive because the outer electron is more easily lost, because it is further from the nucleus. Another interesting parallel could be drawn.

The teacher could talk about how we are often helped to be less reactive when we come together with sympathetic listeners, such as friends or family; they can have a stabilising effect on us. In the same way, alkaline compounds are all very stable, unlike the alkali metals. Thus, alkali compounds can be compared to coming together with others to support each other through times of crisis. They also look pretty because they form giant ionic salt-like lattices. Parallels could be

drawn to the way in which we can feel better about ourselves when close friends or family support us.

At A/S and A levels, this theme could be explored at greater depth.

PHYSICS

At Junior and Secondary levels, pupils can investigate the phenomena of circles on water caused by some interruption to the water's normal flow or stillness. They can look at the forces that give rise to such phenomena. Parallels can be drawn with the forces of the mind and its power to bring in depression and stillness. Pupils can be reminded that if they centre themselves within they can feel peace even during times of great trouble.

Pupils could study the way that solar power can be used to run water features and lighting for the peace garden. (See whole school.) Working models could be designed and then constructed, as a joint project with pupils studying Design Technology. During the activity, the teacher could draw comparisons between the capturing and focusing of solar energy and the light visualisation exercise.

The teacher could explain that silent sitting exercises could create energy for us in the same way as the energy from light is transformed into electrical energy and then kinetic energy. As we still the mind we become more energised, as we are not wasting our energy in worrying. This energy can then be used for action like the solar pump's action on the water. Again, like solar energy, silent sitting is a free resource.

At GCSE level, the theme of the POWER OF MIND can be introduced through the topic of waves. Teachers could look at the effect of excessive noise. They can point out that sound waves can produce disturbance and even damage to our hearing and that at the same time they can disturb our peace of mind. Suitable questions could include:

- (1) List ten sources of noise pollution.
- (2) List six ways that noise pollution can harm us or interfere with our daily lives.
- (3) List and explain five ways in which noise pollution can be reduced. Another parallel can be drawn between sound pitch/loudness and the way that the POWER OF THE MIND can be prove negative if we are not careful to keep it still.

Teachers can point out that just as sound is only reflected from hard surfaces, tension between people is only amplified when the parties involved maintain a hard position; in other words they take a hard dogmatic and puritanical line.

On the other hand, soft objects such as carpets and curtains act as absorbing surfaces that absorb sound. In the same way, tension between people can be absorbed if the parties take a softer approach towards each other.

During the study of the electromagnetic spectrum, parallels can be drawn between the intensity of the electronic waves and the intensity of the power of disturbing thoughts. The teacher could point out that just as the high frequency/short wavelength waves tend to be the most dangerous, so our own high frequency reactions of the mind can have dangerous consequences. We are more likely to have arguments, or fight with others, when our minds are disturbed.

Pupils could be asked to compare the zigzag "anger" waves as shown on an electro-encephalograph with the 10 to the power of -12-m waves given off by gamma rays. Just as Gamma rays can damage the body leading to illnesses such as cancer and leukaemia, anger has been shown to have similar damaging effects in the long term (See "Quantum Healing" by

Dipak Chopra). Parallels could also be drawn concerning seismic waves, caused by earthquakes and the consequences of losing one's temper in a sudden outburst.

It can be also pointed out that just as S-waves and P-waves travel quicker through dense material, so anger travels quicker out of us when we are feeling "dense" in our minds. In other words when we do not act from conscience or an aware state, we are more likely to do or say things which may have far reaching and long term negative consequences.

At A/S and A levels, pupils could look at the parallels between the forces involved in turbulence and the forces of the mind in producing disturbances. They could look at the work of Swinney and Gollub who examined a classic system of liquid confined between two vertical cylinders. One cylinder rotated inside the other, pulling the liquid around with it. The system enclosed its flow between surface, restricting the possible motion of the liquid.

Harry Swinney and Jerry Gollub found that in the "Couette-Taylor" water flow, as the rate of spin increases the structure grows more complex. At first the water forms a pattern resembling stacked doughnuts, then the doughnuts become unstable and begin to ripple (see "Onset of Turbulence in a rotating fluid" by J.P Gollub and H.L. Swinney, Physical review Letters 35 1975 p927 and "Flow regimes in circular couette system with independently rotating cylinders" by C. David Andereck, S.S. Liu, and Harry L. Swinney, Journal of Fluid Mechanics 164, 1986, pp.155-83. For further information read "Chaos" by James Gleick").

Parallels could be drawn with the way the POWER OF THE MIND, if not controlled, can cause us to become more unstable. The teacher could point out that, just as the increase in rotation produced this instability, the more there is movement in the mind the more we become emotionally effected.

MUSIC

Pupils could do a project on the relationship of the effects of sound vibrations on the MIND. They could listen to different types of music and write down the effect it has on them. The findings could be displayed on a chart, which could be displayed in a prominent place on POWER OF THE MIND DAY. Suitable examples could include:

- (1) Scary film scores
- (2) Romantic ballads
- (3) Rousing marches
- (4) Reverent hymns
- (5) Sad and evocative songs
- (6) Dreamy music
- (7) Heavy Metal music
- (8) Garage music
- (9) Taize music
- (10) Lullabies
- (11) Serialism.
- (12) Pupils could do a project on healing with music.

Pupils could investigate the use of sound as a means of stilling the mind and bringing it into a state of peace, contentment and feeling of well being. They can investigate traditions from various countries. Suitable examples include:

- (1) The practice of Nada Yoga, where certain sounds, in particular "Om" (Hindu tradition), "Hum" (Buddhist tradition), "Amen" (Christian tradition), and "Amin" in Islam, are vibrated to still the mind.

- (2) Toning with humming bowls, (N and S American Red Indian traditions) and
- (3) The use of chimes, (Tibetan, Chinese and Japanese Buddhist Traditions).

They could draw parallels between the POWER OF THE MIND and the power of music.

Examples could include:

- (1) Inner harmony
- (2) Heart beating like a drum and
- (3) Being in tune with someone.

At GCSE and A/S levels, various forms of music can be compared to show their power and effect on our state of mind. Examples could include Serialism, (such as that by Stravinsky, where a tone row is used to randomly create compositions), Taize Music and Indian Bhajans. They could also compare the gentle music of composers such as Mozart, Brahms, Debussy, and Enya with the more intense music of composers such as Stravinsky, Dvorak and forms of music such as new metal music.

Pupils could look at the role of Music Therapy for special needs children and in mental health day care programmes. They could investigate the work of Rudolph Steiner with music and movement. They could also look at the work of Paul Nordoff and Clive Robbins and their pioneering the Music therapy known as Nordoff Robbins. A suitable question would be “ Why do you think that Anthroposophic doctors may well prescribe music therapy as part of an overall programme of treatment?” Areas of investigation could include:

- (1) Explain why Music Therapists use hand lyre to make natural skills accessible to people who have had little musical experience. (a) Why is it easy to get a sound (b) What is special about the quality of tone.
- (2) What is Eurythmy movement therapy? Comment on the following quote by John Logan, a GP at the Blackthorn Medical centre. “ When a person is brought into actively making music, they come into touch with part of themselves which is inherently healthy. It brings them into a different - musical - state of consciousness, which has healing effects.”
- (3) Explain how (a) scales (b) tempo and (c) intervals can have an effect on people.
- (4) Discuss the following quote: “Therapists can put musical ingredients together to have the desired benefit for the patient, just as pharmacists know how to put medicine together for a patient with an particular condition. (Dr John Logan)
- (5) What techniques are used by music Therapists to “free” people’s voices?
- (6) Explain how Music therapy is used to balance the different elements of human activity, in terms of (a) the thinking side, (b) the bodily side, (c) the spiritual or soulful side.
- (7) Explain the ways in which music therapy provides a form of communication between individual and groups.
- (8) Comment on the following quote “One common misunderstanding is that music therapy is about self-expression. It is not primarily about that at all. Almost the opposite: it gives an escape from subjectivity. The problem solving, organising yourself gets switched off, and that can be very freeing. I look for the music in the person I’m dealing with” (Dr John Logan).

They could also investigate the work of the Tonalis centre for the Study and development of Music. Older pupils could be encouraged to consider training as Music therapists. Tonalis run 3-year courses with flexible modules. (For more information contact the British Society for Music therapy, 25 Rosslyn Avenue, East Barnett, Hertfordshire, EN4 8DH Tel: 0208 368 8879) Play in assembly or a “feel good” concert.

LANGUAGES: At Junior level, pupils could make up a simple play based on the theme of POWER OF THE MIND.

At lower Secondary level, pupils could enact a play based on the theme of THE POWER OF THE MIND. Key words related THE POWER OF THE MIND could be displayed in a spider diagram (see dictionary definitions at the beginning of the Newsletter.) Each child could be responsible for translating and writing up one of the related meanings.

At GCSE level, pupils could write about incidences when they have exercised the POWER OF THE MIND in a positive way. They could also write about a peaceful place where they go to find peace of mind.

At A/S level, pupils could write an essay or a talk on the theme of PEACE OF MIND. Great heroes/heroines, who have overcome adversity through great strength of mind, could be subjects for essays or talk. Suitable examples would be Joan of Arc, or ordinary people, such as the members of the French Resistance during the Second World War.