

Welcome to the April 2002 issue.

CONTENTS

	<i>Page</i>
<i>News & Articles of Interest:</i>	
<i>Report urges morality in science teaching</i>	<i>2</i>
<i>Regional news: Midlands school implements SSEHV Programme</i>	<i>4</i>
<i>"Human Values" – children's submission</i>	<i>5</i>
<i>Lesson Plans:</i>	
<i>Introduction & Theme: Unity in Diversity</i>	<i>6</i>
<i>Story: The Three Kings</i>	<i>8</i>
<i>Poem: Together with All</i>	<i>11</i>
<i>Poem: Unity in Diversity</i>	<i>12</i>
<i>Curriculum Suggestions</i>	<i>13</i>

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NEWS STORIES

Report urges morality in science teaching

Young people are leaving school ill-equipped to consider the ethical issues surrounding controversial scientific developments such as human cloning and the genetic modification of foods, a report says.

Last year, the research charity, the Wellcome Trust, commissioned London University's Institute of Education to investigate attitudes in schools and colleges across England and Wales. The resultant report, Valuable Lessons: Engaging With the Social Context of Science in Schools, said the traditional "test tube and text book" approach to science in secondary and post-16 education should be enhanced by more debate and exploration of the social dimension of science.

A thousand questionnaires went out, generating 305 replies, which the researchers followed up with interviews at 20 institutions.

Six in 10 teachers agreed there was too little classroom time devoted to issues linked to biomedical science. Only three of a list of topics - Aids/HIV, genetic engineering and eating disorders - were covered by more than half of the teachers.

"Given the topicality of the Human Genome Project at the time of the survey, it is surprising that only 25% of teachers had covered this topic in their teaching, nearly all of them science specialists," the report said.

"Indeed, only four humanities teachers had included any reference to the Human Genome Project and a significant number had not even heard of it."

Interviews with English teachers suggested that discussions tended to focus on the underlying values expressed within newspaper articles rather than the accuracy of the content.

Dr Mike Dexter, director of the Wellcome Trust, said: "The way we teach science and related issues needs shaking up if we are to prepare our children for the challenges of citizenship in an era where science will pervade most aspects of life.

The research found a lack of collaboration in schools between "value free" science lessons, in which teachers concentrated on the technicalities, and "value laden" humanities discussions often divorced from the facts.

Science teachers also blamed the current examination regime for rewarding knowledge but not giving enough weight to well-reasoned argument. One science teacher at an East London comprehensive, said the research reflected her experience.

"We do have difficulties with knowing how to teach ethical issues and moral philosophy and this is a deficit in our science teaching.

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"A particular need is to have available materials and guidance on teaching these issues. Lesson plans with text for students to access in preparation for debate and discussion would be really useful."

The report recommends that social, moral and ethical issues should be more clearly set out in examination syllabuses rather than the situation where current science teaching tends to duck the ethical problems. The way forward, it said, lay in curriculum reform and better training for teachers, so that the issues could be dealt with by both science and humanities staff.

The revised science curriculum, introduced in 2001, does place greater emphasis on the teaching of science within a wider context - social, historical, moral and spiritual. The integration of a values based education Programme such as SSEHV would help teachers to encourage debate and discussion, and provide lesson plans which would enable morality to be included as a fundamental part of science teaching.

(Report Source: BBC Education Online)

Regional report: Midlands school implements SSEHV Programme

Rolando Ciaravaglia reports on an SSEHV Presentation held recently in the Midlands.

Following an invitation from the Head teacher, a Presentation was made to a school in Milton Keynes on 9 April 2002.

The Head of the school became interested in the SSEHV Programme because two new teachers from South Africa had been using the manuals within classes there, and as a consequence, the behaviour of children has been visibly improved.

There were 13 participants, 12 teachers and the Head. I led the presentation and was helped by Nagin Prajapaty and Pamela Nash. We also had a display of posters and pictures. The presentation provided a broad background first, followed by a demonstration of a lesson plan from the manuals. We then had refreshments, and the teachers, divided into two groups, rehearsed other lesson plans. After the break teachers presented their material.

The atmosphere within the room improved notably as understanding of the Programme became apparent. Towards the end, the teachers gave very warm and enthusiastic presentations of their own lesson plans incorporating the values. Before the last teachers' session, 10 minutes of the Introductory Video was shown, and this made a significant impact on the audience, as they were able to understand the importance of incorporating human values teaching in schools, through the reports of other teachers and Heads who were already using the Programme. Some of the teachers were clearly inspired by the material in the manuals and were very innovative in the way they presented the components.

The questionnaires handed out at the end indicated an approval rating of over 90% on average for the Presentation. The great majority of teachers also thought the Programme would be a valuable tool for the development of good character in children and most thought they would be able to use some or all of the 5 teaching components in their lessons.

At the conclusion of the Presentation, the Head decided to buy a set of manuals (which contain photocopiable material for classroom use), and CDs, and the teachers were already discussing how best to implement the Programme.

“Human Values” – children’s submission

We were delighted to receive the following submission sent by a Year 6 primary schoolgirl. Although not entirely accurate, it is reprinted below ‘as submitted’, as the interpretation of the values from a young child is both very sweet and inspiring to read, as well as innocently truthful.

(Editor’s note: The values being referred to as ‘fruits’ refer to the fruit symbols used as teaching aids in the Programme as follows: apple representing truth, strawberry representing love, pear representing peace, cherries representing right conduct and grapes representing non-violence.

‘Circle time’ refers to the silent sitting exercise which is one of the key components of the SSEHV teaching methodology).

‘HUMAN VALUES’

by Christina

“I like human values because the stories that our teacher tells us are good stories and help me to learn more about human values. I also like the quiet sitting that we do. The human values lessons are good because they are interesting and you learn about truth, peace, love, right-conduct and non-violence. They are all pictured as fruits. There’s the apple, the pear, the strawberry, the cherry and the grapes. Silent sitting is good because you get to breathe some air and enjoy the silence of the classroom. I like listening to the story of Sanji when Natalie was really kind, which title was ‘Kindness’. There was a story called ‘The Red Cloth’ and that was about a boy who had a sister that ruined a piece of expensive cloth. It is a very good lesson to learn and I really enjoy it. I think it’s the best lesson of all and I really like it. Owning up is important too. If everyone owned up to whatever they did wrong the world would be a better place to live. If everyone in the world did as they were told and told the truth the world would be very happy and no one would be sad. I like circle time too. You pass around an object and get a chance to say what you want to say. We also play games and sometimes we say what we would like to get better at. I really like circle time and you always sit in a circle. That’s why its called circle time or silent sitting.”

Lesson Plans: Introduction & Theme

This month's lesson plans are based around the theme of Unity in Diversity

UNITY IN DIVERSITY

RELATED VALUES

LOVE:

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

TRUTH:

Fearlessness, Integrity, Intuition, Justice, Optimism, Purity, Quest for knowledge, Reason, Trusting, Unity of thought, words and deed.

RIGHT CONDUCT:

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

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

PEACE: Calm, Dignity, Equanimity, Faithfulness, Happiness, Harmony, Humility, Optimism, Patience, Reflection, Self-control, Self-discipline, Self-respect, Understanding, Virtue, Inner silence.

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for others, Consideration, Forbearance, Morality.

Social: Appreciation of other cultures and religions, Brotherhood/ sisterhood, Citizenship, Equality, Social justice, Universal love.

Unity in Diversity: Background to Theme for Teachers by Zita Starkie (Primary school teacher)

According to the Webster's Dictionary, UNITY means the quality or state of not being multiple. Synonymous words include *solidarity, integrity and union*. *Solidarity* is defined as implying a unity in a group or class that enables it to manifest its strength and exert its influence as one. *Integrity* implies unity that indicated interdependence of the parts and completeness and perfection of the whole. *Union* implies a thorough integration and harmonious co-operation of the parts.

DIVERSITY means the condition of being different or having differences. In Chamber's Thesaurus the following synonyms are given the noun DIVERSITY: variety, dissimilarity, difference, variance, assortment, range and medley.

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The theme of UNITY IN DIVERSITY touches and embraces many aspects of our lives. It affects our relationships with family, friends, colleagues and the wider community as a whole. Prejudice in any form will act as a barrier to agreement or concord between people. As we go about our lives we are often unaware of how much our attitudes and behaviour are coloured by our conditioning from parents, family, friends and authority figures, or from more pervasive and complex systems. We borrow and project ideas without questioning whether they truly reflect our highest beliefs.

Conditioning can predispose us to negative and divisive ways of thinking and behaviour, which not only can have serious implications for our own personal lives, but also for the community as a whole. Ultimately it can lead to acts of violence and social disorder.

Prejudice can take many obvious forms such as gender, disability, age, colour, race and religion and sometimes it is to do with particular personal attributes such as the way someone talks, acts, dresses or eats. A common human tendency is to re-live our tribal roots by placing tight boundaries around our selves. Often we unconsciously, or consciously, set up exclusion zones and specify requirements for membership to our social groups or for personal approval. When we come to working with others towards a particular goal we may find ourselves unconsciously putting up barriers towards someone and, as a consequence of this, we may not be fully receptive to what they are offering. In other words we may pre-judge and dismiss them before they have even expressed their point of view. Really listening to someone without any preconceptions is in practice very difficult for us but we need to take up this challenge in order to promote harmony in the home, school, community and wider world.

If we practice alertness as to how our mind is working, we can begin to unwrap ourselves from the shroud of deep-rooted prejudice, some of which we are not even aware of. As we observe our reactions to others we can note whether it is in some way coloured by the lenses that we are wearing.

As teachers and /or carers we are beholden to set an example, to those in our care, of behaviour that is based on constant integrated awareness and that comes from a higher state of consciousness as opposed to expressing ourselves in terms unconscious Pavlovian knee-jerk reactions. We also need to be mindful that children and young peoples' attitudes and behaviour can reflect similar conditioning. Through the teaching of Human Values we can plant and water seeds that will prepare children and young people to live in harmony with others, no matter what apparent differences may present themselves.

QUOTES

United we stand; divided we fall (Proverb)

Mankind can find happiness only in unity, not diversity (Sai Baba)

Be like minded, having the same love; being of one accord, of one mind. (Philippians, 2, 3)

There is only one religion and that is the religion of love (Sai Baba)

Story

The Three Kings

by Kay Challenor-KaiAmea

There once lived three great kings. Each ruled a vast empire and experienced richness and wealth. For a long time all the kings were contented, enjoying travelling across their lands, the beauty of the countryside and meeting the people who lived and worked there.

There came a time, however, when disaster struck. Two of the kingdoms experienced a period of severe drought. Slowly but surely the water reserves ran dry and the rivers and lakes became dry patches of caked and cracked mud. Still no rains came and the temperature appeared to rise as the sun gradually transformed what was once lush pasture into areas of desert and wilderness.

People became frightened. Sickness and disease began to spread and the animals died from lack of water and vegetation. The people turned to their king for support and aid. What was their leader going to do to help them?

The two kings were very different in character. However, each realized that they alone did not hold the answer to the problem. "After all," they thought. "How can we possibly make the rains come? How can we bring back the green valleys and plantations that are needed for our two countries' survival?"

The first king grew very angry. He turned his attention towards the kingdom that had not been affected by the drought. "It is just not fair!" he raged. "Why should that kingdom be free from suffering?" The more he thought about it, the more frustrated and angry the king became. He grew very jealous of the king who appeared to be oblivious to his plight. He became so riddled with envy that he made his plans. He would conquer this rival kingdom, take over the lands by force and have the lush lands for himself. The king planned war.

The second king thought on his predicament very carefully. He sought the advice of those whom he trusted and he prayed to God for clear insight as to the way forward. He thought about what his lands had lost, water, vegetation and wildlife. Then, rather than become desperate and despairing over the loss, he turned his attention to those assets that had remained despite the drought. He realized that his land still contained wealth. There was an abundant supply of minerals that could still be extracted from the earth and in addition, his people, although many were ill and sick, were still united behind him. He was sure that they could pull together and work through this disaster, but how?

The prayers of the king were answered through a dream. In this dream the king saw his people helping him to mine for minerals, which he then took to the king of the prosperous land. He saw the king taking the minerals and in exchange sharing information on how to create a water irrigation system. How to expose water deep within the earth and successfully channel this water into the field and peoples' homes?

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On waking the king called his advisers and told them of his vision. They were very excited and went out among the people of the land to encourage them to work together in aiding the king and their land. The people began to mine for gold, bronze and iron.

Meanwhile the first king had built an army. He had enlisted his subjects to fight, forcing them to leave their families and join up for battle. The people were discontented. They were suffering enough already and had no desire to invade another country in war. Yet they feared their king now. Those who did voice their disagreement were severely punished. The king acted irrationally as he was so blinded by jealousy and hate.

The time of the invasion came. The battles were fierce and the results devastating. Many lives were lost and many more people were maimed and crippled by the injuries they received. The army was virtually destroyed and the first king returned defeated. His people were now so enraged by their suffering they turned against their king in revolt. They seized his throne and instead sought to govern themselves. The country became divided and chaotic, sinking into anarchy and crime.

Fate was much different for the second kingdom. The king followed through with his vision and although the work was hard, he pulled together with his people and made an alliance with the prosperous kingdom. In exchange for the minerals the king received emergency aid in form of food, water and medical supplies as well as knowledge on how to build an irrigation system and aided the king with tools and machinery to pump the water to where it was needed.

Their efforts were rewarded and eventually the vegetation grew back and the lands returned to their former beauty and prosperity.

Questions

1. What were the effects of the disaster faced by the two kings?
 2. How did the first king react?
 3. What were the effects of his actions?
 4. How did the second king respond?
 5. What was the result?
 6. How were his subjects loyal?
 7. How did the second king co-operate with the prosperous kingdom?
 8. How did you feel when you heard the story?
 9. Did it remind you of anything in your own life?
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POEM

The following poem is for Junior and Secondary levels to stimulate thought discussion and class work related to the value of UNITY in DIVERSITY.

Together with All

by Zita Starkie

The strength of a mountain
Rests on all its rocks.
Together they stand
Together, in blocks.

The beauty of a rainbow
Lies in all its colours.
Together they glow
Together, through showers.

The water of a river
Comes from all its streams.
Together they flow
Together they gleam

The magic of dawn chorus
Comes from all its birds
Together they sing
Together they're heard.

The scent from spring blossoms
Comes from all its trees.
Together they give
Together in the breeze.

There's joy in our hearts
When we make it a rule
To join with each other:
Together with all.

POEM

This poem is for Secondary level.

Unity in Diversity

by Zita Starkie

Can I be with you, my friend
And will you be with me?
Can we stand together in our diversity?
If the lenses that you wear
Have a different tint
I won't call you blind; I care.
I love diversity.

If you stumble as you walk
I won't laugh at you
There's a hand for you to hold
Just feel the unity.

If you sing a different song
I won't close my ears
In harmony we'll sing along
And love diversity.

I will not judge you by your clothes
Or how you act and talk
The energy between us flows
In heart-felt unity.

We will join our beads as one
Bright myriad-coloured necklace
That shimmers in the effulgent sun
Proud of its diversity.

So can I be with you, my friend
And will you be with me?
Can we stand together
In our diversity?

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as UNITY IN DIVERSITY 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 UNITY IN DIVERSITY. This could take the form of telling them about the lives of some inspirational people such as Martin Luther King, Nelson Mandela, Harriet Beecher Stowe and Princess Diana. Pupils from different years could be asked to talk about how these people worked to highlight different areas of prejudice.

A team could be set up to organise a school project on the theme of UNITY IN DIVERSITY. Different classes within the school could focus on a particular aspect of the theme such as the need for racial harmony. A flower with different coloured petals could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have been involved in projects or have presented a particularly good piece of work concerning the topic.

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 14 'Patience and Self-discipline'
 - 1.18, 'Courage' and
 - Book 2, Lesson 2.4 'Optimism'
 - 2.14 'Inner strength'
 - 2.15 'A positive Attitude'
 - 2.19 'Courage and Confidence'.
- The songs, 'Come Take my Hand' (Track 19) and 'It's splendid' (Track 20) can be found on CD 1.
- The following can be used from CD 2: 'Optimism' (Track 4), 'Come and Take my Hand' (Track 5), 'Umbrellas of Love' (Track 12) and 'Cheerfully Sing' (Track 13).
- The first of the above poems, 'Together with All', can be used in a similar way.
- Dipak Fakey's Human Values board-games (available from SSEHV Promotions Ltd) is also a very useful source for activities.
- Pupils could be asked to talk about the benefits of UNITY IN DIVERSITY
- 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 unity in diversity. Possible titles could include, 'I like my friend because she/he is different to me', 'Noah's animals have an adventure', and 'The day I swapped places with a child from an African village'. These could also be displayed.
- The school could encourage links with schools in places like Africa, South America, China, Japan and India.

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At **Lower Secondary** level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.9 'Racial Harmony', 3.11 'Unity of Faiths', and 3.26 'Universal Love'. The second poem in this newsletter, 'Unity in Diversity', can also be used as a basis of stimulus and discussion.
- A play could be written as a joint class project concerning the theme of UNITY IN DIVERSITY. Two contrasting families could be portrayed; one that does not reflect this value and one that does.
- Essays and poems can be written that are related to the topic. Possible titles could include, "We are all the same", "He's my brother" and "One world".
- Projects could also be set on the life and works of Martin Luther King (Book 2.23) and Nelson Mandela (Book 4.14). (See whole school project.).

At **GCSE** level:

- pupils could give a talk about UNITY IN DIVERSITY or the lack of it. A debate could be arranged. Topics could include: "United we stand, divided we fall" and "It would be boring if we were all the same."
- Letter writing practice could involve writing letters to pupils from schools in other places round the world such as Africa, India, South America and India. They could also write to various charitable organisations such as OXFAM, UNICEF, YCARE INTERNATIONAL AND CONCERN to find out about how children live in underdeveloped countries and to see how they can help.

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

- "**I know why the Caged Bird Sings**" by Maya Angelou explores the lives of people who are victims of racial prejudice.
- In "**To Kill a Mockingbird**" by Harper Lee, Atticus treats his black client in the same way as he would treat any other client, despite criticism and opposition from the racially prejudiced community that he lives and works in.
- In "**Mice and Men**", by John Steinbeck, George is not prejudiced against the mentally disadvantaged Lennie and works to try to get others to concentrate on his strengths rather than his weaknesses. Throughout the book there are references to all kinds of prejudice: disability, race, age, gender and social class.
- In "**Silas Marner**" by George Eliot we see how the religious and social prejudice of different communities adversely affect Silas.
- In "**A View from a Bridge**" by Arthur Miller demonstrates how disaster can befall those who act in a divisive way rather than promote unity.
- "**The Merchant of Venice**" - religious and racial prejudice both work to sow the seeds of conflict and disharmony.
- In "**Macbeth**", Malcolm and Macduff unite to bring peace and harmony to Scotland freeing it from Macbeth's tyrannical reign.
- In poetry, the poem "**Solidarity**" by Michael Hamburger could be studied.
- "**Dolce et Decorum Est**", by the war poet Wilfred Owen and "**The Charge of the Light Brigade**", by Alfred Lord Tennyson can be used to look at the consequences of violence.

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At A/S level:

- pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “ Without Unity we all suffer”, and “ We can learn much from welcoming DIVERSITY. ”.
- The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.
- Pupils could also research the life and works of those who campaigned for UNITY IN DIVERSITY (See whole school project.)

In the A/S **Literature** course the theme of UNITY IN DIVERSITY can be explored in different ways:

- The novel “**Pride and Prejudice**” Jane Austen shows the reader how prejudice can be irrational and unfounded and often based on listening to the opinions of others.
- “**She Stoops to Conquer**” by Oliver Goldsmith, social prejudice forms a backcloth to the play.
- The novel “**Wuthering Heights**”, by Emily Bronte illustrates how lack of unity between the characters can lead to isolation and even death.
- Orwell’s novels “**Homage to Catalonia**”, “**Animal Farm**” and “**Nineteen Eighty-Four**” illustrate how UNITY IN DIVERSITY must not be something forced upon people or it can lead to great suffering. The diverse animals in “Animal Farm”, for example, are persuaded to unite against a so-called oppressor through means based on deception and intrigue.

RELIGIOUS EDUCATION

A multi-faith theme could be used for morning assembly on UNITY IN DIVERSITY DAY. World religions and faiths could be represented in a multifaith display. Each class could be given the task of representing a particular faith, using both a symbol and also pictures to show various spiritual teachers and to illustrate the spiritual practices that are undertaken. In the centre of the display there could be a board to illustrate the common basis of all religious faiths: Truth, Love, Peace, Right Conduct and non-Violence. A candle could be lit in the centre as a universal symbol of light and unity.

A multi-faith activity could be set up for UNITY IN DIVERSITY DAY. Individual pupils or small groups could research a particular religion or faith. Their work could be mounted and displayed in a prominent place on UNITY in DIVERSITY DAY. The lives of great spiritual teachers and leaders whose lives have been a shining example of UNITY IN DIVERSITY, such as Sai Baba, Jesus, Mohammed.

The life and work of Paramahansa Yogananda could also be studied. Yogananda’s mission was to show how Christianity and Hinduism have a common basis in Faith. Krishna Murthi taught that it was the inner man/woman that was important and that it was not even necessary to have a particular religious bias. St Francis was reputed to have travelled ahead of the crusaders, not to fight with them or to preach to them, but rather to persuade Muslims and Christians to live together in harmony.

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The lives of these and other people, such as the Dalai Llama and Ghandi who have worked to bring unity amongst faiths could also be depicted in pictures, stories and poems. A programme involving music, poetry, song and small sketches could serve to illustrate the theme of UNITY in DIVERSITY

At **Secondary level**, pupils could look at ways in which leaders and representatives of world religions strive unceasingly to work for peace and co-operation in the world. Students could write to communities, such as the multi-faith Ammerdown Community near Bath (www.Ammerdown.org), to ask for information about their programmes and the general philosophy behind their religious practices.

DRAMA

At Junior levels children could play the part of different animals and come together to travel with Noah in his arc to find a new land. Children could also perform a drama, which represents the coming together of different races/ religions to work on a service project to help humanity.

At all levels, both Junior and Secondary, pupils could enact plays based on the lives of people that have worked to bring people together in UNITY to help humanity, such as Martin Luther King, Mother Teresa and Sai Baba. Two families could be depicted: one that is always arguing and fighting and another that acts as an example of UNITY IN DIVERSITY.

PSHE

The theme of UNITY IN DIVERSITY could be explored by asking the pupils to create a flow diagram (spidergram/mindmap), which outlines the areas in which diversity is expressed through humanity. Pupils could then be asked to express their feelings or narrate their experiences in terms of positioning (or believing that they have been positioned) as different. Due to the delicate nature of this exercise, the teacher must be vigilant to steer discussion in appropriate directions, constantly stressing the benefits of diversity and the value of valuing people for who they are. (See introduction)

GEOGRAPHY

At **Junior level** pupils could look at the weather and consider how each type of weather plays an important part in the over all scheme of things. For example, sun is needed for survival through warmth and photosynthesis; rain for supporting life; frost for breaking down rock and wind for the carrying of water in the form of clouds that have formed above oceans, seas and lakes.

At **Secondary levels** children could study a project which have brought different nations together, for example the provision of drinking water to villages and communities in third world countries. Children could write letters to OXFAM, Christian Aid and other charities that are involved in such projects.

At **GCSE and A/S levels** pupils could look at the ways in which diverse groups are learning to co-exist together in the world and at local level and how they are attempting to work towards a shared goal.

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Areas of study could include the Brazilian rainforests, Kenyan National Park and Nepal, the Brecon Beacons and the Peak District. Pupils could investigate the nature of the diverse vested interests of people that are living/working in these areas or coming to them as tourists, in terms of social, economic, ecological and environmental implications.

Pupils could also look at the production of food in underdeveloped countries and the way in which underdeveloped countries are being helped by various world groups and voluntary organisations to move away from growing cash crops. The Body Shop, for example, has been operating a 'trade not aid' policy which targets local areas of the world and encourages them to grow crops that are diverse and suitable for their local environment. Pupils could also investigate ways in which they themselves could contribute to supporting the local producer and ensuring a fair market price for his/her product. (Information about this can be obtained from CAFOD campaigns, Romero Close, Stockwell Road, London SW9 9TY Tel: 020 7733 7900 Fax: 020 7274 9630 email: campaign@cafod.org.uk www.cafod.org.uk/menucamp.htm).

HISTORY

At **Junior level** pupils could look at the history of their own country to learn how the different regions became united. The children could study do a project on each region and then the different regions could be put together during a uniting ceremony which could be acted out. Each region could talk about their uniqueness and what they have to offer to the country as a whole. Suitable speeches could be given concerning the value of UNITY IN DIVERSITY; for example in terms of self-protection and economic and social support.

At **Secondary level** pupils could study various empires, such as the Roman, Ottoman, Holy Roman and British Empires with view to understanding why they eventually collapsed or disbanded. They could also study various unification movements around the world such as the USA, early 19th Century unification of Italy and Germany and the later formation of the Soviet Republic. They could study the leaders of these movements such as Garibaldi, Mazzini and Cavour in Italy focussing on the positive reasons behind their quest for unification.

At **GCSE level** pupils could study the background and consequences of legislation that brought about Unification of small countries under a bigger area. In Britain, for example, pupils could focus on the Act of Union of Britain in 1536 and in Italy the Risorgimento leading up to the Italian Act of Unification of 1815. Pupils could also investigate how unification is not necessarily a good thing if it is not sensitive to, or does not take into account the natural and traditional affiliations of certain areas. They could look at post colonial Africa, for example, considering how unification of Nigeria did not take into account the traditional tribal autonomy of the Ibos and which therefore paved the way towards their subsequent tribal conflict during the 1960s.

At **A level** a suitable areas of study could include European Nationalism 1848-1871 and the social impact of the Industrial Revolution in Britain 1750-1850.

At **AS level** a suitable question could be "Religion has been the destroyer, not the creator of Unity in Diversity amongst mankind." Has the study of history confirmed this view?

ART

At **Junior level**, children could design pictures that symbolise unity in diversity such as hands coming together. They could also work on collages or murals to which all the classes contribute. A suitable theme could be used which symbolises UNITY IN DIVERSITY, such as Noah's Arc.

At **Secondary level** pupils could explore the theme of UNITY IN DIVERSITY through using a combination of different media in their work. The teacher can emphasise the importance of variety in artwork to create and sustain audience interest. Pupils can also be made aware of how individuals can interpret subject matter in different ways, but that one way is not necessarily any better than another way. The displaying of individual work, united with a common theme, can be viewed as an opportunity to reflect this. A visit to a national or local art gallery would also serve to emphasise this. Pupils could, for example, look at the different ways that cubist, or surrealists, have expressed themselves and even consider how realism in painting reflects individual artistic interpretation and idiosyncrasies.

At **GCSE/A level** pupils could focus on mixed media work, such as combining oil pastel with chalk to show how diversity can be beneficial to the end product.

DESIGN TECHNOLOGY

Pupils could be asked to design and make inspirational objects for UNITY IN DIVERSITY DAY. These could include badges, a school plaque (see quotes) or some other representation through sculpture, collage, tapestry or other medium. (See whole school) A large diamond with different coloured facets could be made. Different groups could work to construct one facet and then come together to assemble the whole diamond. This diamond could be displayed as part of an interfaith assembly. (See Religion) A large coat could be made from sewn together fabric or knitted/crocheted squares to represent Joseph's coat of many colours. Again different pupils could be responsible for making small parts of it and then could come together to assemble it. This coat could be used in drama (see Drama)

MATHS

At **junior level** children could be given a sticker when they have shown that they have worked well as part of a team. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period of time.

At **Upper and Secondary levels**, pupils can be asked to devise surveys concerning UNITY IN DIVERSITY. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for Unity in Diversity 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:

- "Do you think that it is important to work together as a team?" Yes, no, sometimes, don't know."
- "Do you think that individuals all have something special to offer?" Yes, no, not sure.
- "How do you feel when you have worked with others to complete a task successfully?" OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).

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- “Why do you think that people often show prejudice against anyone who is slightly different from themselves?” They are afraid, *only think of negative things, don't value themselves enough and so think that they will make themselves more special if they others in a grey light, are just copying others, (You may tick as many boxes as you want).*

At **GCSE level** pupils could be set work that involves working together as a team in order to solve the problem. The teacher could ask pupils to suggest why working together can be beneficial. Activities could also be set that use various mathematical approaches to solve the problem. Each group could be asked to solve the problem in a different way.

BIOLOGY

At **junior level** pupils could look at the way the diverse parts of the body all have a vital role to play and how they work together in **UNITY** for the general wellbeing and survival of the body. Children could look at the way in which different creatures and plants depend upon each other for existence.

A visit to an upland sheep grazing area could be arranged to show how small flowering plants need closely cropped grass to prevent larger weeds from smothering them. Another visit could be to a meadow- land to show how butterflies and other insects need certain plants to survive.

The benefits of so-called weeds could be explained to the children; for example the importance of nettles as food for the caterpillars of peacock butterflies. Another suitable theme would be the relationship between man and other creatures and plants on the planet. Teachers could demonstrate to pupils that man needs, for example, trees for oxygen, insects to pollinate plants and even slugs and worms to eat and thus break down rotting material.

At **Lower Secondary level** pupils look closer at the food chain with special emphasis placed on the interdependency of various plants and creatures in a particular habitat, such as a pond where plants, algae, water beetles and so forth all play an important part in maintaining the delicate ecological balance. They could also look at symbiotic relationships, for example between the cleaner fish and the shark and the sheep and the magpie.

At GCSE and A/S levels pupils could investigate how far symbiosis involves a close association with the members of two diverse species which both derive benefit from the relationship. A suitable example would be the digestion of food by micro-organisms that live in the guts of herbivores. Interdependence of species could be studied to show the importance of **UNITY IN DIVERSITY** as an ecological necessity. Suitable questions for pupils to consider could include: “In which ways would the destruction of certain species effect not only man's survival, but also the composition of the atmosphere?”

CHEMISTRY

At **Secondary level** pupils could be asked to investigate the importance of not upsetting the delicate ecological balance on the planet through chemical pollution, either through the destruction of a particular species, such as fish or the favouring of another. A suitable example would be the spread of algae in rivers and its effects on the amount of oxygen found in the water.

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Pupils could write to the environmental organisations 'Green Peace' and 'Friends of the Earth' to ask them how individuals can help in the campaign to 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 trees and fish.

At **GCSE and A/S level**, teachers can place emphasis on the fact that chemicals are made from combinations of substances, for example the manufacture of ammonia from nitrogen and hydrogen.

Pupils could explore the theme of UNITY IN DIVERSITY through the ways in which chemists from all places in the world have co operating together to find ways of solving addressing the problems. For example how portable high voltage generators have now been made available to farmers, to give insecticides a positive charge before they are sprayed on to the fields. This makes the liquid break up into smaller droplets and causes the spray to become finer. Suitable questions for pupils related to this would be

- (a) Explain why positive charge on droplets makes the spray spread out.
- (b) Explain fully how plants themselves become slightly charged.
- (c) Suggest two reasons why it is an advantage to both farmers and the environment to use very small droplets during insecticide spraying.

PHYSICS

At **Junior level** pupils could investigate how machines are dependent on all the parts they are made from. A model of a crane could be constructed using mecano. Pupils could be given a complete set and then the teacher could remove one of the smaller bits. This would serve to show how even if one cog or screw is missing the whole model cannot function properly. Children could also play with different prisms, bubbles and other light refracting objects. The teacher could point out that the existence of different colours make life more varied and interesting for us.

At **Lower Secondary level** pupils could look at the way electricity can only flow properly around a circuit board when all the diverse components are in their correct place. The theme of UNITY IN DIVERSITY can also be introduced along similar environmental lines outlined in the above section on Biology. In other words, why and how we should proceed with those actions which lead to a reduction of pollution. Pupils can be asked to investigate how fossil fuels are produced and to look at the reasons why less fossil fuels should be used.

At **GCSE level** the same topic can be explored in more depth. Pupils can also study spectrums and how white light is actually composed of separate colours coming together in a special way.

MUSIC

Pupils could be asked to look at the composition of various ensembles and there dependence on a variety of instruments. It could also be pointed out that too many of one kind of instrument would create an imbalance. For example, too many flutes would be top heavy, whilst too many bases would be bottom heavy. The teacher could also stress that in most pieces of music there is need for diversity: different notes, different phrases, different parts and different sequences.

LANGUAGES

At **lower Secondary level** pupils could be asked to enact a play based on the theme of UNITY IN DIVERSITY. Key words related to UNITY IN DIVERSITY 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 and A/S levels**, pupils could write about the different characteristics of various provinces within the country they are studying and how they contribute to the country as a whole.
