
Sathya Sai Education in Human Values, UK

Newsletter December 2001

Welcome to the December 2001 issue.

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NEWS STORIES:**West Country Update**

Michael Stevens, West Country Co-ordinator, reports on recent events:

Glastonbury SSEHV Day

The Glastonbury SSEHV Day took place on Sunday 18 November 2001. Nine local people attended, one of whom had been a teacher.

We welcomed everyone with light refreshments before starting with a "Silent Sitting" exercise from the Teaching Workbooks. We then had a standard presentation followed by a question and answer session.

After lunch, we watched the SSEHV video, which introduces the programme, followed by a lesson plan on Right Conduct.

It was a delightful day, and everyone was very enthusiastic about the material. The participants left saying they were keen to share it with others.

Bristol School reports positive impact of SSEHV in lessons

Nik Williams [a local SSEHV volunteer], was asked to organise a 20 minute presentation of how the SSEHV program fits into Key Stage 1 and Key Stage 2, in the context of the National Curriculum and Citizenship, at a primary school in Bristol.

I watched the teachers listen enthusiastically to Nik's short presentation and sensed that 75% of them were very enthusiastic about the SSEHV material and the way Nik thought they could fully commit to teaching the Values at the School.

A simple example being school houses; each house could choose one of the values and fruit as their emblem, Etc.

Later in the day I was talking to the Headmistress. The first thing she asked me as West Country Co-ordinator was how we funded ourselves. I replied that individuals fund themselves and that this seemed to guarantee the volunteers commitment and enthusiasm in teaching the Values. She told me she was impressed.

After teaching of the SSEHV lessons had begun, the Headmistress told me that she had seen the children coming out of the SSEHV classes and that they were "positively glowing". I learned later that she sat in on a lesson a couple of weeks later.

The volunteers at the school are Dorothy Clifford and Nik Williams - well done.

UK Government calls for shared values to unite communities

Anyone involved in values based education will hope remarks made by The Home Secretary David Blunkett recently, will lead to more values based education being widely introduced in schools.

Responding to the publication of reports on the disturbances in Bradford, Burnley and Oldham earlier this year, Mr Blunkett said people have to identify shared values that can unite the diverse communities in Britain's towns and cities if people are to live and work together.

Speaking in Balsall Heath, a part of Birmingham that has been transformed by local residents, Mr. Blunkett said this meant everyone participating in a debate about the kind of society we want to live in.

Some of the key statements in the speech were:

- "... too many of our towns and cities lack any sense of civic identity or shared values. Young people, in particular, are alienated and disengaged from much of the society around them, including the leadership of their communities."
- These are not issues for Government alone. They demand a wide public debate on what citizenship and community belonging should mean..."
- "Citizenship means finding a common place for diverse cultures and beliefs, consistent with the core values we uphold."

If the 'core values' referred to can be agreed as the fundamental human values that unite people from different cultures, races and religions, then we can indeed have harmony amongst the diverse cultures that make up society.

The need for values based educational programmes such as SSEHV is as great as ever.

Summer Scheme Update

Rajesh Ramanaidoo reports belatedly on the Values based Summer Scheme, which took place earlier this year. The Scheme is hoped to be repeated around the country in 2002.

A recent initiative by the Sathya Sai EHV team was the organisation of a values based Summer Scheme held over five days during the summer holiday at a school in Ilford, East London. Over-subscribed and attended by 108 children, this Summer Scheme engaged children ranging from 4 -13 years in value-based classes and activities. The Scheme was staffed and funded by volunteers and attendance at the Scheme was free of charge for all the children.

The teaching programme of the scheme incorporated the full range of activities from the Sathya Sai EHV programme including value based songs, stories, games, role plays, creative activities and sports. Each day was dedicated to a particular value that ran through all the activities for that day to assist in a better understanding of that value. For example Love was the value for Monday so the assembly, songs, silent sitting, creative activity, games and sports were all based on love and its related values. Similarly peace, truth, right conduct and non-violence were the values for Tuesday, Wednesday, Thursday and Friday respectively.

The approach used in the value sports illustrates the way children were encouraged to explore and practice the values. Before the sporting activity the children were told about three related values to the main value e.g. honesty, fairness and determination for the main value of truth. They were first asked to share their opinions on how these related values could be practised in the sporting activity and then informed that they would be given points for how well they practiced these values when the game commenced. At the end of the week each child's daily points tally was totalled and bronze, silver and gold medals awarded to the values champions in each class.

The summer scheme was thoroughly enjoyed by the children who in addition to learning about the values also had a great deal of fun. At the end of the week it was noticed that there were many positive changes in the children by parents, teachers and the children themselves. The following quotes from the children and the parents reflect this.

Quotes from children:

- 'I made more friends and learnt teamwork in sports sessions.'
- 'It has taught me to build up courage and stand up for the needy'
- 'I learned to give peace to others'
- 'The songs were really lovely and I enjoyed them a lot. I am more confident and would help the blind and poor'
- 'I think I gained knowledge about how to behave'

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- 'I have gained inspiration. Some stories touched my heart, because it is so sad'

Quotes from parents:

- 'My son enjoyed every day and wished it were throughout the summer holidays. Totally agree with the values taught. Happy to send him again.' - H.S.
- 'I am very much impressed. Although my children attended only three days, I noticed the change in their behaviour. They were calm, and relaxed. Only five and six years of age they remembered the values taught in the class and were eager to show me their improved behaviour. I would like to compliment the entire staff on their hospitality and kind-heartedness. I noticed that the children were continually praised and encouraged in their efforts, thus building their confidence and self esteem. Thank you.' - Mrs E. M.
- 'An excellent source of good values for my daughter, more of this is needed' - D.K.
- 'First of all I congratulate you on the summer scheme. I am very glad that my daughter took part in this scheme which taught her so much and I hope she uses them in daily life. I do hope to see such activities in schools especially the five values of life, which are missing in their academic education.' - Mrs M.B.

The summer scheme also attracted positive comments from the local press and the deputy Mayoress of Redbridge, councillor Sue Nolan who praised the message of the Sathya Sai EHV Programme and the initiative and hard work of the volunteers. The success of the Value based Summer Scheme and in particular the way it was received by parents, teachers and the children has prompted the Sathya Sai EHV Trust to encourage the organisation of similar schemes throughout the UK.

LESSON PLANS

Introduction and Theme

This month's lesson plans revolve around the theme of Honesty.

RELATED VALUES

LOVE: Acceptance, Care, Consideration, Dedication, Reverence, Sacrifice, Thoughtfulness, Tolerance, Trust, Unselfishness.

TRUTH: Accuracy, Curiosity, Discernment, Fairness, Fearlessness, Honesty, Integrity, Justice, Purity, Quest for knowledge, Reason, Self-analysis, Self-awareness, Sincerity, Trust, truthfulness, Unity of thought, word and deed.

RIGHT CONDUCT: Social Skills-Good behaviour, helpfulness, Relationships. Ethical Skills- Code of Conduct, Courage, Dependability, Determination, Duty, Respect for all, Responsibility.

PEACE: Attention, Contentment, Dignity, Faithfulness, Focus, Harmony, Humility, Reflection, Satisfaction, Self-acceptance, Self-confidence, Self-control, Self-discipline, Self-esteem, self-respect, Surrender, Understanding, virtue, Inner Silence.

NON-VIOLENCE: Psychological- Benevolence, Compassion, Concern for others, Consideration, Co-operation, Morality. Social- Brother/Sisterhood, Harmlessness.

Background to the theme *by Zita Starkie, Primary School Teacher*

The value of HONESTY is one that embraces a large area and has many implications. As with other values, parents, teachers and carers need to set positive a positive example to those in their care. The effect of our own personal behaviour, in this context, should not be underestimated. A parent for example who tells their child to say that they are not in, when they are in, (because, for example, they do not want to speak to someone on the phone or at the door,) can establish a pattern of so-called "acceptable" behaviour."

From a young age children can be programmed to believe that the distortion of the truth, or "little white lies", is the norm. As teachers it is vital that we act as positive role models for the children in our care. This can be reflected in little things as well as large matters. If, for example, we do not know the answer to a question or how to solve a problem, we can generally allow our selves to admit to this in front of our students.

It has been my experience that children and young adults respect this kind of honesty in teachers. By doing this we are not only showing ourselves to be honest, we are also helping to empower the children and young people in our care by directly demonstrating that it is acceptable and normal to not have all the answers.

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We can also show ourselves willing to admit when we have been to wrong over some thing. This often may take great courage and involve a struggle with our egos. The benefits, however, can be great, not only in terms of presenting ourselves as positive role models but also because such acts empower children; we are showing them that it is all right to make mistakes long as we learn from them. This attitude can have far reaching implications in terms of academic work as well as behaviour.

Of course as teachers, even if we monitor our own behaviour carefully, we are often working with children who come to us with little guidance in human values because they have been with carers who have not always behaved as positive role models. If just one student in a class is seen to be stealing, telling lies or being dishonest in other ways other pupils may be influenced to follow such behaviour despite their own value based upbringing. Some schools have found that setting up PARENTING meetings to address this issue, have been very helpful. (For those interested to find out more about this please go to the SSEHV Web site.)

Unfortunately, it has been the experience of many schools that the very parents that would benefit the most from PARENTING meetings are the parents that rarely, or do not attend them. Even talking to a parent on a one to one basis, before or after school or during a special meeting, is often fraught with difficulties.

Teachers may feel that is inappropriate to raise certain issues, with individual parent particularly if that involves directly pointing the finger at their own parental behaviour. Just one pupil in a class can have an effect on the behaviour of other students, especially if that pupil is quite charismatic or dominant.

Positive feedback is a valuable teacher resource. Pupils can be encouraged to demonstrate HONESTY in their behaviour through the medium of praise and other incentives.

QUOTES

"The truth will set you free"

"Crime doesn't pay"

"Know thyself"

"Be yourself truthfully"

"The beginning of wisdom is being able to say, "I don't know" "

"Those who seek the Truth by means of intellect and learning only get further and further away from it. Not till your thought cease all their branching here and there, not till you abandon all thoughts of seeking for something, not till your mind is motionless as wood or stone, will you be on the right road to the Gate." - Huang Po/Obaku (circa 850)

"Not knowing how near the Truth is, People seek it far away-what a pity! They are like him, in the midst of Water, Cries in thirst so imploringly." - Hakuin (1683-1768)

STORY

The Birthday Present
by Kay Challenor

There was a creak on the stairs. Sally quickly pushed the bracelet underneath her pillow as her bedroom door slowly opened and let out a sigh of relief as her cat padded into the room.

"Mara! You made me jump. You must learn to knock before coming into a room, its only polite you know."

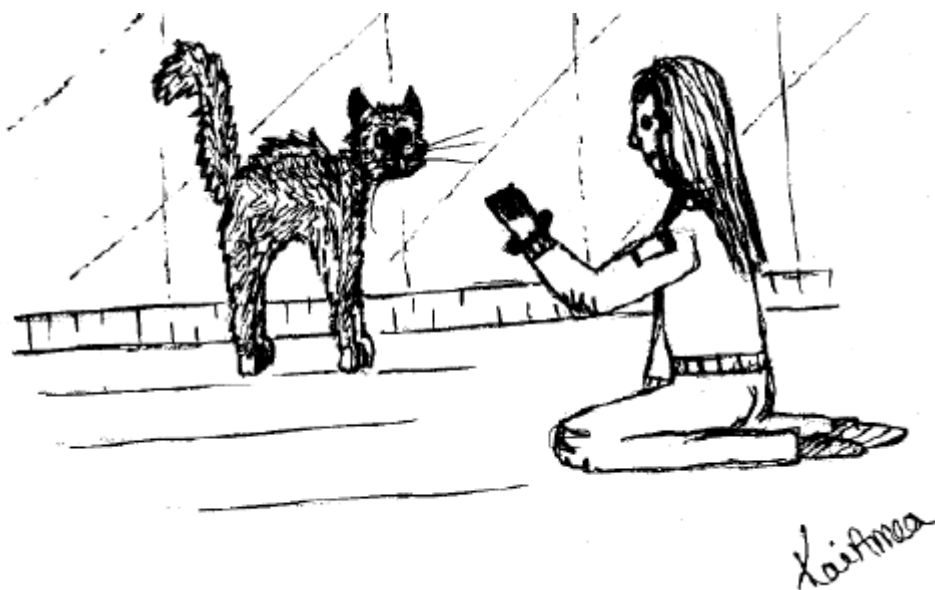
The black cat rubbed its head against Sally's chest purring.

"Do you want to see my secret Mara?"

The cat peered intently as Sally reached with her hand underneath her pillow to retrieve the bracelet. She stepped closer and then...

"Mara! What was that all about?"

Mara had screeched in shock and leapt across the room. She now leant against the wall, hair raised and making low growling noises in her throat. Sally pushed the bracelet over her hand. It was much too big for her and she had to hold her hand upright to stop it from falling off. She moved over towards her cat.



"Come here silly, it's only a bracelet."

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Mara ignored her completely and stared at the bracelet spitting and hissing. Sally realising why removed the bracelet from her wrist and sat back on the bed.

"I know Mara. I know that this bracelet isn't mine, but the lady who lost it looked really rich. I am sure she wouldn't miss it."

Sally thought of the lady who had come into the dress shop where her mother worked. She had worn an expensive coat and had been carrying a lot of shopping bags. She had been the last customer of the day and had tried on a lot of clothes in the changing rooms. The bracelet must have come off her wrist then. Sally had found it as she was helping her mum tidy up and close the shop. In her surprise she had slipped it into her pocket and not said a word.

"I know that I am usually honest Mara." Sally continued. Mara had now stopped spitting and was sitting at her feet, looking up at her with a steady gaze. "It is just I thought that I could give the bracelet to my mum for her birthday tomorrow. She works really hard and never gets any pretty things for herself. I guess I thought that this bracelet would be ideal."

Sally looked down at her cat, who looked back with a fixed stare.

"You don't think that I should do you?" Sally said after a pause. "Well what am I going to do with it then? The lady lost it over a week ago, it is too late to give it her back now."

Sally knew the lady lived in one of the big Georgian houses on the other side of town. She could easily find out the lady's name from her mother.

Mara leapt onto Sally's lap and knocked the bracelet onto the floor. She watched it roll along the carpet for a while and then pouncing on it, flicked it over to the doorway.

"Ok I get the message! I will try and take it back."

Sally felt a huge lump of emotion in her throat. It had been hard enough keeping quiet about the bracelet in the first place and the thought of facing the lady to give the bracelet back, made her feel hot and sick. It would be so much easier to hide the bracelet or to throw it away, but Sally knew that she would always feel bad. What on earth had possessed her to keep it in the first place? "Oh well," she thought, "here goes."

She made her way downstairs and reached for her coat and boots. She checked the change in her pocket. Yes, she had just enough for a return bus ticket. Mara followed her downstairs and rubbed around Sally's legs as she did up her boots.

Sally's mum was in the kitchen ironing.

"Mum, I am just popping into town."

"Ok love. Make sure that you are back for four." Her mum turned to face Sally smiling, "Meeting friends?"

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"No, just thought that I would pop out for a while. I won't be long." Sally gave her mum a kiss on the cheek, "By the way, who was the lady who came into the shop a while ago? The one with the expensive coat and all the shopping?"

Sally's mum froze and all the colour drained from her face, "Mrs Greenwood," she muttered, "Why?"

Sally was shocked at her mum's reaction. She was clearly very anxious and stressed about something. Sally hurried towards the door to avoid any awkward questions.

It was a very uncomfortable girl who stepped down from the number five bus. During her journey Sally had felt increasingly worse. Now her head pounded and her chest felt all tight. She slowly made her way along the avenue of houses, feeling as though she wanted to run away and hide. "It would be no use anyway," she thought. "Even if I wanted to run I wouldn't be able to with my legs feeling this wobbly and weak."

She saw a young woman with a pushchair walking towards her and stopped to ask her if she knew where Mrs Greenwood lived.

"Why Yes!" replied the woman, "Mrs Greenwood is my mother. Do you know her?"

Sally's heart pounded even more and she felt herself going very red in the face.

"No, not exactly. It is just, well, I have a message for her."

"Oh, well come along with me then and I will show you where she lives."

The woman chatted away happily to Sally. Telling her all about her baby and how she had moved to the neighbourhood to be near her mother. Sally felt even more uncomfortable. The guilt was weighing her down. Her hands went all hot and sweaty as she felt the bracelet in her pocket.

Eventually they arrived at the house. Mrs Greenwood's daughter opened the door and led the way into the kitchen.

"Would you like a drink?"

"er...no thanks."

There was a noise from the garden and Mrs Greenwood peered in through the window.

"Rose is that you?"

"Yes mum. Come in for a moment you have a messenger."

Sally felt a surge of terror and panic run through her. She slumped into a kitchen chair and began to cry. Mrs Greenwood came inside and put an arm around her.

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"Why it's the girl from the dress shop. Nothing will happen to your mother dear. Everything will be alright."

Sally stopped crying, "What do you mean?"

Mrs Greenwood looked surprised, "I thought that was why you were crying. Well I lost a very precious bracelet in the shop where your mother works. I know that was the place where I last had it. I spoke to the manager, but no one had seen it. I know that the pressure has been on your mother, but I don't believe that she would have taken it, she is such a lovely lady."

Sally burst into tears again. She fumbled in her pocket and pulling out the bracelet, handed it to Mrs Greenwood.

"I am so sorry," she sobbed, "I am so sorry."

Mrs Greenwood sat down on a kitchen chair next to Sally. Her eyes were full of tears too, "Oh my dear, you had it all the time. When did you find it?"

Sally told Mrs Greenwood about finding the bracelet and of how normally she gave things back straight away, but for some reason this time she hadn't. She told her all about her mum's birthday and finally about her black cat, Mara, and how she had encouraged Sally to return the bracelet.

Mrs Greenwood laughed, "You have a very wise cat," she said. "It wasn't right for you to keep the bracelet Sally, but thank you so much for bringing it back to me and for being honest. That must have taken some courage after so long. I think you need to explain everything to your mum as well. I am sure that she will be very relieved that this is all over."

Sally agreed, "I am so sorry." She repeated.

"It is alright now, no harm done. I have an idea for your mother too. How about we pick a large bunch of flowers from my garden and tie them up with some ribbon? You can give them to your mum for her birthday."

Sally couldn't believe her ears. She smiled happily, relief flooding through her. Now that she had been open and honest, it was as though a huge weight had been lifted from her. "That would be lovely."

Questions:

1. Why did Sally keep the bracelet when she found it?
 2. How did her cat react to the bracelet?
 3. What did Sally decide to do?
 4. How did Sally feel on the way to Mrs Greenwood's house?
 5. Who did Sally meet when she got off the bus?
 6. Was Mrs Greenwood angry with Sally?
 7. What was her response to Sally's confession?
 8. Do you think Sally's mum would have wanted the bracelet as a present?
 9. How do you think Sally's mum would have reacted when Sally told her story?
 10. What do you think Sally would do the next time she found something some one had lost?
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POEM

This poem is for junior and lower secondary level, to stimulate thought, discussion and class work related to the value of HONESTY.

***The Truth Will Set You Free* by Zita Starkie**

I thought I'd say it wasn't me,
I'd blame it all on Mel and Lee.
Mel and Lee, Mel and Lee,
I'd blame it all on Mel and Lee.

My teacher said, "Where is the key?"
She'd given it to me, you see.
Mel and Lee, Mel and Lee,
I'd blame it all on Mel and Lee.

"It's them I said!" "It's SHE it's HE".
They lost it by that big oak tree.
Mel and Lee, Mel and Lee,
I'd blamed it all on Mel and Lee.

I saw Mel's face; she was so angry.
And Lee threw something at my knee.
Mel and Lee, Mel and Lee,
I'd blamed it all on Mel and Lee.
They told me I was very nasty.
Thought I'd better run and flee.
Mel and lee, Mel and Lee,
I'd blamed it all on Mel and Lee.

Miss Adams looked at them and me.
She said, " the TRUTH will set you free!"
Mel and Lee, Mel and Lee,
I'd blamed it all on Mel and Lee.

I said, "I'm sorry Miss! I'm sorry."
It wasn't them. Yes it was ...ME!
Mel and Lee, Mel and Lee,
I'd blamed it all on Mel and Lee.

She said you're brave and now you're free!
You've told the TRUTH. She smiled at me.
Mel and Lee, Mel and Lee,
She turned and looked at Mel and Lee.

"I'm really sorry, Mel and Lee."
I said my big apology.
And Mel and Lee, Mel and Lee,
You know they came and cuddled me!

Being TRUTHFUL sets you free
Although it's hard as hard can be!
Mel and Lee, Mel and Lee,
"Not them, Miss Adams. It was ME".

"Look!" said Lee, "I've found the key.
You dropped it here, by Mel and me!"
Mel and Lee, Mel and lee,
At last the truth has set me free

POEM

This poem is aimed at secondary level students. It can be used as stimulus for discussion and their own written work.

And Now the Rest is Up to Me by Zita Starkie

I'm in my room.
I'm feeling bad.
The worst night's sleep
I've ever had.

Lord, forgive me!
I have lied!
I did it all
From stupid pride!

I'm feeling sad.
I live in fear.
I try to brush
Away a tear.

I see the glow
Of dawn spread warm.
Rose and radiance
Lull the lawn.

There is no peace.
I just can't be.
My conscience
Keeps on nagging me.

I know the truth
Will set me free.
Now the rest
Is up to me.

I feel so hot
And then I'm cold.
So tortured
'Cos my soul I've sold.

I'm running scared.
I'm overloading.
Another night-mare
Scream exploding.

The room is black.
The night is thick.
Dark thought thud.
I feel so sick.

Mist and fog
Is swirling round.
Hissing fills
My head with sound.

Devilish demons,
Crows and rats,
Ugly, reeking vampire bats.

Fiendish eyes
And slimy sludge.
Ghastly Gorgons
Groan their grudge.

I try to cry
Or call out loud.
My voice is smothered
With a shroud.

SCHOOL ACTIVITY AND CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as HONESTY DAY. The school could prepare for the day by inviting suggestions from pupils and staff as to how the day could be marked. A suggestion box could be placed in a prominent place. Children could be inspired by a brief at assembly and/or with their form teacher.

The theme of HONESTY can cover many areas. The most obvious area: that of not coveting the possessions of others could be explored by inviting someone from the police to address students on HONESTY DAY.

Emphasis could be placed on the effect on the victims of theft as to their suffering and the general trauma that is experienced by them. An amnesty could be held at the school to allow children to return items that do not belong to them such as library books, pens and so forth. These could be left in an area where pupils could go without with out drawing to much attention to themselves.

Incentives could be given to pupils to demonstrate HONESTY in different matters, not only through teacher praise but, through star charts, badges, certificates and other visible awards.

Older pupils can be invited to give talks concerning being HONEST: the difficulties involved and the short and long -term benefits of such action.

Posters and displays can be set up throughout the school illustrating the theme of HONESTY.

ENGLISH:

At junior level SSEHV activities can be used as a basis for discussion, activities and work. Lessons can be based on the following:

- Book 1, Lesson 1.2 (P.75-81) and Lesson 1.6 (P. 99-105) and
- Book 2, lessons 2.17 (P.159-63).
- The songs "Never Tell a Lie" (Track 3) and " Human Values" (Track 7) can be found on SSEHV CD and "Feeling Good" on CD 2. The latter song is about the dilemma involved when finding a wallet; whether to give it back or to keep it. In the end the singer says that he has decided to give it back because he knows "it's not right."
- The first of the two poems in this months lesson plans, "The Truth Will Set You Free" expresses the same sentiments.
- Deepak Fakey's games (available through SSEHV Promotions can also be used for stimulus. These excellent games are an important school resource as they provide endless entertainment as well as encouraging children to make their own informed decisions based on good values.
- Children could be asked to talk about dishonesty: why they try to hide the truth, the consequences of their actions and how they can make amends for their behaviour.
- Pupils can be asked to write stories/poems to encourage them to reflect on the theme of HONESTY.

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At lower secondary level:

- SSEHV Book 3 can be used as a basis of stimulus and discussion. In particular: Lesson 3.2 "Telling the Truth " (P.73-77) and 3.15 "Honesty is the Best Policy".
- The second poem in this month's lesson plans "And Now the Rest is Up to Me", can also be used as a basis for writing stories/ poems concerning the theme of HONESTY. These could either be based on their own experiences or be fictional.
- A play could be written, either as a joint class project, or by individuals, to be presented at assembly on HONESTY day.
- Pupils could be asked to write an HONESTY letter. This could be fictional or could be directed someone with whom they have not been truthful. They could say what prompted them to be dishonest in the first place, how they have been feeling as a consequence of their behaviour and how they wish to make amends or apologise.

At GCSE level:

- pupils could be asked to write a talk that could be given in front of the whole school, on HONESTY DAY, on the importance of the value of HONESTY.
- Pupils could also look at how the media can distort truth or create bias. Suitable material can be found in the form of articles and adverts from back copies of GCSE papers. Letters could be written to the Editor of a paper, or a talk could be written for a radio station broadcast, complaining about an incident where something was not reported accurately. Suitable subjects might include "The Behaviour of Young People on buses /shops", "Lack of Respect for Adults," and " Petty theft".
- Pupils could also be asked to write essays on topics concerning the theme, such as, "the Day I owned up," "It's not cool to steal" and " The Lie."
- Pupils should be encouraged to explore the emotions that arise as a direct consequence of acts of dishonesty. Suitable topics could include "The day I Lied/Exaggerated", "I may never know the Truth" and "Honesty is the Best Policy."

The English Literature syllabus can also be used in connection with the theme of Honesty.

- The character of Atticus, in *To kill a Mockingbird* by Harper Lee, provides a positive and inspirational role model. Atticus uses his position as a defence solicitor to fight for truth against racist pressure to convict an innocent man. He risks much, including his own children's approval to follow the path of HONESTY.
- In *Silas Marner*, by George Eliot, Godfrey's lack of HONESTY over his paternity of Eppie leads him to losing her to Silas.
- In *Of Mice and Men*, Lennie tries to deceive George whenever he finds a mouse to pet because he is afraid that George will take it from him. Deception plays an important part in the novel as a whole. Lennie accidentally kills Curly's wife because he believes that if she makes a noise George will find out that he has been talking to her.

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- Shakespeare uses the theme of deception in many of his plays: In *Macbeth* Lady Macbeth encourages her husband to "look like the innocent flower but be the serpent under't". In *Romeo and Juliet* the lovers both die because they try to deceive their families so that they can be together.
- In *Animal Farm* by George Orwell depicts how the pigs manage to gain and keep their position of power over the other animals through deception and trickery.
- In *An Inspector Calls*, by J.B Priestly the Inspectors role is important He demonstrates how, if people looked honestly at their behaviour, they would recognise their accountability towards the suicide that he is investigating.
- In poetry William Blake, in his poem "*London*" and Wilfred Owen, in his poems about war and it's aftermath, challenge romanticism in their poems.

At A/S level:

- many poems on the syllabus are concerned with HONESTY, or lack of it. Shakespeare's Sonnet CXXX aims at depicting his mistress in a way that challenges Romanticism. He opens the poem by stating that his mistress' eyes "are nothing like the sun." Pupils could be asked to compare Shakespeare's view with that of Keats, for whom "Beauty is truth, truth is beauty." They may also like to consider whether Tennyson' truths are "commonplace" as Hopkins believed, or whether Christopher Ricks was correct to say that they were "profoundly simple". Many of Shakespeare's plays deal with the theme of deception, such as *Othello*, *Hamlet*, *Romeo and Juliet*, *Midsummer Nights dream* and *the Tempest*.
- Pupils could be asked to explore the theme by choosing one or more of his plays. They could consider how far Shakespeare attaches importance to the value of HONESTY. They could consider the factors that prompt dishonest behaviour and explore the consequences of such deception for the characters as whole. They could also examine how Shakespeare uses the theme of deception to create tension and drama.
- Chaucer also provides material concerning the theme of HONESTY. In the *Pardoner's Tale* for example the Pardoner is seen to have too much knowledge about the vices that he is condemning. Pupils could examine the passage from "the apostel wepyng seith ful pitously" to and "thanne wol he seye "Sampson,Samosoun!". Pupils could consider the Pardoner's story telling technique and the character of the Pardoner. They could look at the evidence which indicates that the Pardoner is not the moral man of God that he makes himself out to be.

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A/S Language students could write poems, essays or plays, on the subject of HONESTY. These could explore the more subtle ways in which people are not totally honest. The best of these could be read out on HONESTY DAY in Assembly or during a special programme of events. Some pupils may wish to use humour in order to convey their point.

DRAMA

At junior level children could be divided into small groups and helped to work out a small sketch to illustrate the theme of HONESTY. At Secondary level pupils could perform plays concerning the theme of HONESTY. Material from A/S English students could be used. (See above) Performances could be held both during school time and after school. The latter would be a useful aid to those schools who place emphasis on the importance of good parenting as a means to educating pupils in right values.

RELIGIOUS EDUCATION

At junior level children can be asked to listen to stories, draw pictures and to talk about their experiences concerning the theme of HONESTY. SSEHV Books 1 and 2 (See above section on English.) and the above poem, "The truth will Set you Free", can also be used as stimulus. The story of Peter and the cock crowing could be used to illustrate how we can feel bad about ourselves when we are not honest.

At Secondary level activities could be based on material from Book 3 (see English section above) and on the second poem in the Newsletter, "And Now the Rest is up to Me." Older classes could discuss the following quotations: "Be yourself truthfully" and "the beginning of wisdom is to be able to say I don't know."

At GCSE students could examine the question of martyrdom; looking at people who have sacrificed their freedom and even their lives for the sake of being HONEST. Examples can be taken from different faiths. Pupils can also be asked to look at how religious extremists have not always represented the true teachings upon which their religion is based.

At A/S level pupils could consider how far people from different religions and religious faiths are observing customs and ceremonies through habit and ritual without being fully aware of their inner significance and the spiritual Truths on which they are based.

PSHE

The quotations and poems that can be found earlier in this newsletter can be used as a basis for reflection and discussion. Pupils can also be asked to consider what is meant by the word HONESTY and how far does the value have implications for all aspects of our lives.

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MATHS

At junior level children could be given a small sticker to be placed on a line or bar graph that can be displayed in a prominent place in the classroom. These stickers could be given out at the discretion of the teachers when they feel that the child has demonstrated HONESTY in something.

At the end of the week/term the graphs can be analysed and the pupils rewarded accordingly. At upper junior and lower secondary level pupils can be asked to devise surveys concerning HONESTY.

The findings can be analysed and displayed as both quantitative and qualitative evidence in a prominent place in the school on HONESTY DAY or for longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter and pie diagrams.

The surveys could be conducted in the form of questionnaires. Pupils can be asked to tick the relevant box/boxes and write comments in the appropriate places. Suitable questions could include:

"Do you think that it is OK to take things that do not belong to you: "Never, hardly ever, sometimes, always?"

"Do you consider that you tell the truth: always, mostly, sometimes, never?"

"How do you feel when you have not been entirely honest: upset, sad, disappointed, not bothered."

"Why do you think people steal things: need, greed, envy, status, other reasons?"

"Why do you think that people are not always honest in what they say: fear, want to be liked, embarrassment, other reasons?"

At all levels pupils can be encouraged to present their work accurately, for example when using a ruler, compass or protractor.

GEOGRAPHY

At junior level children can be taught that it is important it is to try to be accurate in their work when they are drawing maps or plans or giving directions. Suitable games can be devised and played to illustrate this; for example based on directions given by the children to each other to find their way around obstacles blindfolded.

At GCSE and A/S levels, teachers can echo course guidelines by stressing that it is the PROCESS and not the PRODUCT that is the important part of Investigations. In this way they can encourage their students to be honest about their findings when they are doing their coursework rather than distort them to agree with whatever theory that they are trying to prove.

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HISTORY

In junior school children can be taught how the importance of accurate reporting of events. A historical event could be enacted from different perspectives. This would help children to understand about bias in reporting and develop a better understanding into the effect of more subtle forms of dishonesty.

At GCSE and A/S levels original source material can be studied within their chosen syllabus. Accounts from these sources can be compared and contrasted and examined for bias.

ART

At junior and lower secondary level pupils could design and create posters to illustrate the theme of HONESTY.

One idea could be to divide the poster into two halves with one side depicting the negative effects of dishonesty (sadness, worry etc.) and the other illustrating the positive effects of honesty (inner peace, joy etc.)

Sketching practice can also be used to show that accurate representation takes awareness and patience.

Parallels can be drawn with HONESTY in life in terms of not exaggerating and trying to be accurate in what we say.

At GCSE level

Pupils could look at realism and the artistic skills that are needed to create lifelike representations. Space, light and tone can be studied through the medium of linear perspective and chiaroscuro.

GCSE and A/S pupils could study the work of the theoretician and architect Leon Battista Alberti and the architect and painter Filippo Brunelleschi and examine the statement by da Vinci that "Perspective is the rein and rudder of painting."

The Notebooks of Leonardo da Vinci and Albrecht Durer's treatise on Measurement and Proportion could also be used to show how accuracy, or honest representation, is a skill that needs to be practised.

DESIGN TECHNOLOGY

Pupils can be asked to design and make items that incorporate the theme of HONESTY. These could be displayed on HONESTY DAY.

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BIOLOGY

Teachers could emphasise that the study of biology helps us to know how things really work within our bodies and in nature so that we can have a truer picture of things. They can be given examples of people who have encouraged others to take a closer look at the natural world.

Projects could be written on some of these such as the Greek philosopher Aristotle, the Roman Pliny the elder, the German monk Albertus Magnus and the Dutchman Anton van Leeuwenhoek who made his own microscope.

Pupils could also be inspired in their quest for truth by stories of others such as the great Renaissance Humanist Leonardo da Vinci who decided that he would have to study the skeletal, musculature and blood circulation systems in order that he could paint accurate pictures of the human body.

CHEMISTRY

Teachers can encourage their pupils to be honest when they break something in the lab or when they do not get findings that support the anticipated outcome of an experiment.

PHYSICS

Teachers can encourage pupils to be accurate readings; to take care over what they do and to do it with concentration and awareness.

They can also remind pupils that great physicists have been driven by the spirit of enquiry to investigate how the laws of the universe really operate and how some great scientists, would be prepared to be ridiculed, persecuted and even killed for the sake of being HONEST about their findings.

The life and work of the Italian scientist Galileo would serve to illustrate this point. Pupils can be told how he bravely strove for the right to have freedom to study, carry out experiments, and suggest new ideas without religious interference.

MUSIC

At junior level teachers can use the songs from SSEHV CDs to illustrate the theme of HONESTY; CD 1 Track 2, "Never tell a Lie" and CD 2 Track 16 "Self Control". Teachers can also stress that the more that pupils read and listen carefully to music the more likely they are to reproduce it in an accurate way. At GCSE and A/S levels pupils can be encouraged to be HONEST about the sources of their inspiration.

LANGUAGES

With the aid of a dictionary pupils can be asked to list as many words and phrases as they can that are related to the value of HONESTY. This could be done in the form of a flow diagrams (mind maps/spider diagrams).

The work could be displayed in a prominent place on HONESTY DAY. GCSE and A/S pupils could be asked to write and then perform sketches/plays to illustrate the theme. These could range from something obvious like a robbery to a more subtle approach like being deceitful.
