
Sathya Sai Education in Human Values, UK

Newsletter February 2002

Welcome to the February 2002 issue.

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NEWS STORIES

TALKING TO TEACHERS

Dorothy Clifford recently gave a presentation to a group of teachers in Bristol about the benefits of using Sathya Sai Education in Human Values. She writes:

“I was very pleased to have had the opportunity at the end of January 2002 to give a short talk about Sathya Sai Education in Human Values to about 25 teachers who were on an in-service training day in Bristol.

The teachers were R.E Co-ordinators at their respective schools and came from Bristol and Weston-Super-Mere. Michael Stevens our SSEHV regional co-ordinator introduced us and talked about the SSEHV website. He also brought and sold our resources to the teachers.

It was the first time I had been asked to give a talk to teachers so I was feeling excited as well as a little nervous. The opportunity came about through one of my three daughters who are teachers.

The talk lasted about 20 minutes with 10 minutes for questions and a chance for the teachers to look at and buy the SSEHV books and CD's etc. During the talk I did a very short silent sitting; just a 'taster' for them to experience how it felt. They all participated well and seemed to enjoy it.

I used the Lesson Plan containing the Good Samaritan story all through the talk. We referred to this lesson constantly and explained how to use the PSHE and CITIZENSHIP reference books. There was some very positive feedback from the organiser of the training day and from the teachers..

We have been invited to give two more talks to teachers by the organiser of the in-service training day which is very encouraging. Also one of the young teachers at the presentation asked if we would be available for a staff meeting talk at her primary school.”

Dorothy Clifford

Pupils meditate before lessons

BBC Education Online (www.bbc.co.uk) reported on 18 February 2002 that school children in Portsmouth are being given meditation sessions to help curb bad behaviour.

Education officials in Portsmouth are spending about £500,000 on the scheme which also offers pupils sessions in anger management.

The idea came as the result of a desperate appeal for help from six headteachers in the city, who are reported as saying that children were "negative, angry and anxious and this wasn't a conducive atmosphere for learning."

Classes now often start and end with meditation and there are weekly sessions where children are encouraged to write down their thoughts in a diary.

A head teacher at one of the schools reports: "The school is now a calmer, happier place but the most important thing about the project is that it makes children feel good about themselves."

The schools participating are: King Richard School and Paulsgrove Primary in Paulsgrove; Portsdown Primary and Medina Primary in Cosham and Saxon Shore Infant School in Portsdown Road and Westfield Junior School in Jubilee Avenue.

The effect of the 'meditation' will come as no surprise to anyone using the 'Silent Sitting' exercise, which is part of the Sathya Sai Education in Human Values Programme.

In silent sitting the teacher will go through a simple relaxation exercise with the children where they follow the instructions given. Examples of these exercises include: alternately tensing and relaxing muscles in different parts of the body; becoming self aware through listening to different sounds and speech; self-awareness through watching oneself breathe; taking part in a guided visualisation exercise e.g. an autumn leaf falling down into a stream, and then being gently carried out to a vast calm sea.

Normally these exercises are done with the eyes closed for about five minutes. This could be done for five minutes in the morning assembly, or even at the beginning of each lesson. Silent Sitting exercises quieten children's minds, thereby reducing any stress, leading to resultant benefit to parents and teachers as well as the children themselves.

It has been proved that after practising silent sitting over a period of time, verbal, written, and artistic skills become much enhanced and the children generally more creative. A very destructive force in the classroom is the level of noise and movement, which is substantially reduced when silent sitting is practised, so it also helps with discipline problems. Once the practice is more established, every lesson could start and close with a minute of silence so that the children's behaviour becomes more peaceful. Time and effort taken to practice and establish this exercise is well repaid by the children's heightened concentration and attention for lessons and in their behaviour generally.

LESSON PLANS

Introduction & Theme for the Month

This month's lesson plans are based on the theme of Co-operation.

Co-operation - Related Values:

LOVE:

Acceptance, Consideration, Forbearance, Friendship, Generosity, Gentleness, Interdependence, Kindness, Patience, Reverence, Sacrifice, Sharing, Sympathy, Thoughtfulness, Tolerance, Trustworthy, Unselfishness.

TRUTH:

Accuracy, Curiosity, Discernment, Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Optimism, Quest for knowledge, Reason, Sincerity, Trusting, Truthfulness, 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, Efficiency, Initiative, Perseverance, Punctuality, Resourcefulness, Respect for all, Responsibility.

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

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for Others, Consideration, Forbearance, Loyalty, Morality.

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

COMMENTARY:

According to the Webster's Dictionary, CO-OPERATION means the association of persons for a common benefit. When I was studying in Ghana, I was struck by the way that people attached great importance to the value of CO-OPERATION. In Accra amongst the inspirational quotations written on the sides of "Mammi-waggon" (lorries converted into open-side buses) stalls and walls was the following one: *oni pa ham wa*. This means "**Man is nothing alone**". This recognition of belonging to a social community and in some sense being linked together like beads on a necklace was in great evidence wherever I went. People would pound "fu-fu" (a type of grain) together, chanting in rhythm, so that the actions of the person who pounded and the person who put in the grain to be pounded, would be synchronised. Indeed, any mistake would have resulted in terrible injury to the hands and fingers of the latter. Traders in the open markets of the busy streets of Accra watched over each other's children as if they were their own, hugging them, giving them food, calling them over to talk to them and correcting their behaviour when it was warranted. I still have a tiny metal statue that I bought there. It shows a man standing on one foot, trying to balance a bowl on his knee, whilst he taps a tree for its resin. The man obviously could do with someone to help him in his task.

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Today, particularly in the West we seem to have lost the spirit of CO-OPERATION. I often find myself working on a task on my own and refusing the help of others. "No it's OK", I say. "I can manage". When I do let others help not only is the task made easier and finished quicker, but I find that I have enjoyed it more in the process. Besides that, there often comes something new from it because the other person can put in new input, offer a new perspective, or demonstrate a different way of doing something. They can help us to "break a mould", as one of my teacher's used to say.

An example of this happened a short while back. I had always kept the coffee in the cupboard with food condiments, but when someone who was visiting, tidied up for me, he put the coffee in the section where I kept the herbal teas. As I went to move it back to its old place I realised that what he had done was really a very sensible thing and I wondered why I had not done that myself before.

I think this story serves to illustrate how CO-OPERATION somehow involves letting go of that fixed part of us, that part that resists change, and that part that assumes that we always know best. Co-operation involves being able to come together with others without letting the ego become a barrier to harnessing the wisdom, experience and talents of the entire group.

CO-OPERATION involves not making assumptions about other people in terms of their knowledge, expertise or abilities. I could assume, for example, that a child would not be able to help me with a certain task and yet the depth of their wisdom and understanding often surprises me. Children are often keen to offer advice, but often they are not listened to, no matter how useful their advice might be, because they do not have the "age qualification". This kind of prejudice against, or "marginalisation" of children can lead them to feel alienated from the task in hand.

Some of you may have read the story I recounted in Newsletter 5 (on DEPENDABILITY) about a driver who wanted to ensure that his lorry would be safe when he parked in a street on a rough estate in Cardiff. Instead of threatening the kids who had been throwing stones at other similarly parked vehicles, the wise man asked for their CO-OPERATION. He asked the ringleaders if they could help him to unload the lorry. By CO-OPERATING in the task the youths did not feel alienated from the man and the lorry driver benefited by being able to carry out his task efficiently without any harassment. In this case, as far as I know, the man was perfectly able to carry out the task by himself, indeed it may have even been easier on his own, but he knew that unless the youths became involved they may cause damage to him and his lorry and may have impeded the task. Not only that; the man told me that both he and the young people enjoyed the process of working together. I think this story can be useful to us as teachers. Giving children an opportunity to CO-OPERATE in a task can promote harmony where there may be discord. We can, as teachers, carers and parents promote feelings of responsibility, caring, consideration, understanding, trust, tolerance and general helpfulness amongst children and young people.

By our own example we can show children that CO-OPERATING with others can be a very wonderful experience and in this way, hopefully, encourage them to be more CO-OPERATIVE in their dealings with others.

QUOTES

Man is nothing alone (Ashanti Proverb)

Together we stand. Divided we fall (Proverb)

Unity in Diversity (Sai Baba)

Many hands make light work (Proverb)

STORY

CAT CAPERS

by Kay Challenor-KaiAmea

It was afternoon break and Kerri sat watching the raindrops run races down the classroom window, lost to the activities inside the room.

“Whatever is the matter?”

Kerri turned to face two of her friends as they sat down next to her. She hurriedly wiped the tears from her eyes with the back of her hands and forced a sheepish grin.

“Oh nothing,” she lied.

“Oh come on, Kerri,” said her best friend Juniper. “Nothing is wrong? As if you sit there everyday crying your eyes out!”

Kerri grinned again, only this time for real.

“I was just lost in my own thoughts, I guess. The weather kind of reflects how I am feeling right now.”

Her friend, Diane, took a look out of the window. The thick black clouds were billowing across the sky, blown by the fierce wind. The wind was blowing the trees too and their branches were thrashing this way and that, creaking and groaning under the strain. The rain was lashing down onto the playground in bubbles with an unceasing drone. Diane shivered. “If that reflects your mood, you can’t be feeling too good!”

Kerri smiled again, “I’m not, to be truthful.”

“Why? What’s up?”

Kerri took a deep breath and attempted to force down the tears that were rising to the surface as she reconnected to her thoughts.

“It’s my cat,” she whispered. “She has gone missing.”

“That’s what cats do!” exclaimed Juniper as Diane gave him a stern look to be quiet. “At least sometimes,” he continued more softly. “She will be back in a day or two Kerri. Honest.”

“That was what my mum said too. Only Samba has been missing a week now.”

“Oh, that is terrible, Kerri. You must be heart broken,” said Diane full of sympathy. “I know how I feel if anything happens to my dog and he has never gone missing. Let alone for that long!”

“What have you done to try and find her?” asked Juniper.

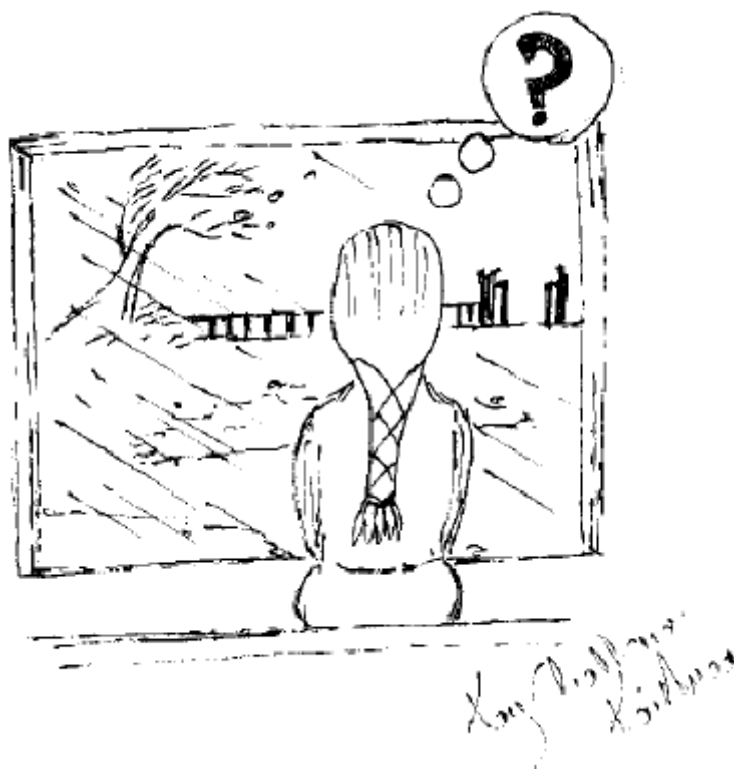
“We have asked people in the village and I have walked all the roads to see if she has been hit by a car, but there is no sign of her, thank goodness. I don’t know though. She could be lying somewhere injured and unable to get home. My mind is full of horrible possibilities, especially on a day like today. I can’t help but think of her cold and wet somewhere. She must be pretty hungry by now, too.”

“I am sure she will be all right,” said Juniper. “She is a clever cat and cats are brilliant hunters. She will find food.”

“Not if she is too ill to try.”

Juniper propped up his chin on his hands. He just knew that Kerri’s cat was all right. Something inside just told him so. He knew deep down that she was alive; they just needed to help Kerri discover where Samba was. Perhaps she had got stuck somewhere, or shut in, they just needed to look harder.

“I’ve got an idea!”



Juniper leapt up and ran over to the desk in the middle of the classroom. He picked up a roll of tape and banged it down hard. The other children in the room stopped talking and looked over in surprise.

“Hey everyone. Kerri needs our help.” Juniper told the other children about the missing cat and of his plan to renew the search for her. “Who is prepared to help?” He was met with a chorus of enthusiasm.

“Only trouble is not all of us are from the village,” said one boy. “So what can we do?”

“Well, we could do with some posters to put up in the village shop, the post office and around the village as well. Perhaps we could all make some now. We could make a lot if we all pulled together.”

The children agreed and began to draw posters. They were all different colours, some children even drew pictures of Samba on them as well. Kerri was amazed at how enthusiastic everyone was in helping. She felt so lucky to have so many kind friends.

By the end of break there was a pile of posters ready for use.

“My you have been busy!” commented their teacher, Mr. Thomas, when he entered the classroom. “Why! What have we got here?” He picked up the top poster and read it carefully. “Kerri, you should have told us all sooner! These posters are great everyone, but they need to be made waterproof. Shall we cover them in sticky plastic to keep the rain off them?”

The children agreed and when Mr. Thomas fetched the plastic they set to work. Mr. Thomas also got out an Ordinance Survey Map of the village and laid it out on his desk. He called the children round to have a look.

“This map contains details of the entire village,” he explained. “All the roads and lanes. All the buildings, the houses, the church and even remote animal shelters. Look.” He pointed to one isolated rectangle set in the corner of a field. “Here is the stream. See! And does anyone know what this is?”

“The old railway line?”

“Yes, very good! Now how about we plan a “hunt the cat” campaign? We could split into groups and each group search a different part of the village.”

The children began to get excited.

“That is what we will do tomorrow then. If you put the posters up after school today Juniper. I will phone the local farmers and make sure that we have their permission to walk on their land tomorrow. I am sure that no one will mind, but it is only polite to ask.”

There was still no sign of Samba that evening, but Kerri was feeling much better. It was good to be planning something, rather than to sit around and do nothing. Somehow it made her feel more optimistic.

“You look happier tonight,” said her mum.

“I am.” Kerri told her mum what had happened at school.

“That is lovely! How nice that everyone is working together to help you. I am sure that you will find Samba.”

“Well, everyone,” said Mr. Thomas the next afternoon. “All ready? The local farmers have all agreed to cooperate with us. Some have even said that they will look over their lands and buildings themselves. So we can cross some places off already.” He took a pencil and drew crosses through the places that had already been searched.

“That will help us no end. Now split into groups of six and each group can search a lane. You must remember to knock on people’s houses and ask if you need to search in their gardens. Remember to explain what you are doing and be polite! We will all meet back here in one hour, has every group got a watch? Good, then let’s go!”

An hour later the groups began to return. One by one they entered the classroom. Kerri stood by the door expectantly. Her group had searched down by the stream, unsuccessfully. She was hoping that one of the other groups would have had more luck, but each group of children that returned shook their heads sadly. Kerri began to feel sick in her stomach. She had been so certain that her cat would be found. Eventually all of the groups had returned.

“No news to report?” asked Mr. Thomas.

The children all shook their heads then turned to look towards the classroom door at the sound of a knock. The face of a local farmer peered in.

“Why hello, Don! Come in.”

The farmer shuffled into the room carrying a large cardboard box. He looked down at the children, beaming.

“I read your posters this morning and mighty good they are too. I looked over my place last night, but I didn’t see a whisker of Kerri’s cat. Then today I saw your posters and I thought that perhaps I had missed something. After all it had been dusk and the light not too good.”

He placed the box down on the floor. There was the sound of scratching from inside and a faint meow. Kerri was on her feet in an instant. Don put his fingers to his lips and beckoned Kerri over. He gently opened the box so that she could see inside. Kerri gasped in amazement. Inside was her cat plus five tiny kittens. Don laughed at her surprised face.

“She was very well hidden. I would never have known she was there if I hadn’t heard the kittens squeaking. She had made a fine den right at the back of my hay barn. She was very snug.” He picked up Samba carefully and passed her to Kerri. “She is well enough and so are the little ones. I think she has lost weight though. Needs feeding up a bit. What do you reckon?”

Kerri couldn’t answer. She was lost for words. A huge lump of emotion was sticking in her throat as Samba rubbed round her chin, purring.

QUESTIONS:

1. Why was Kerri sad?
 2. What had she done to try and find her cat?
 3. Why was Diane sympathetic?
 4. What did Juniper do on hearing of Kerri’s missing cat?
 5. How did the other children co-operate?
 6. What was Mr. Thomas’s reaction on seeing the posters?
 7. How did he co-operate?
 8. How did the local farmers co-operate?
 9. What was Samba hard to find?
 10. How did you feel when you heard / read this story?
 11. Does 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 Co-operation.

Co-operation by Zita Starkie

Will you co-operate with me?
Think how easy it could be.
Why should it only be a dream
To work together as a team?

Can we learn to help each other
Standing here as sister/brother?
Can we say, "Yes, you're quite right!"
It's silly when we come to fight.

I will listen when you speak.
It could be the help I seek.
We can share ideas and then
We can go and make our den.

You want red and I want blue.
I think that we can talk this through.
You want the ball and so do I.
No reason for us both to cry.

Together makes it much more fun
To work and play and talk and run.
Co-operation is the key
To living life in harmony.

POEM

This poem is for secondary level.

Together by Zita Starkie

They built it stone by stone
Trembling, toiling, groan on groan.
Hewing, heaving, broken boulders
Balanced on their straining shoulders.

Life and limb and death depending
Bare-backed bodies bravely bending.
Many mighty men in union.
Spirits held in close communion.

Pulling, pushing, pacing, placing
Each one a part in the great facing
Of this monumental grid
A huge and mighty pyramid.

Each on playing well his part,
Trusting all with fearless hearts.
Murmuring, moaning, moving, minding
Inner strength from each other finding.

“My joy stick’s stuck.
It’s just my luck!”
“Take mine before
The men get stuck.”

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as CO-OPERATION 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 CO-OPERATION not only in terms of helping themselves by making their own lives easier, but also how working as part of a team can enable them to participate in wonderful projects which benefit their local community and/or the wider community of the world. A team could be set up to organise the project. This team could have members representing different classes/subjects and involve both pupils and staff. Parents could also be asked to support the project. Dolphins could be used as an appropriate symbol to commemorate the day.

To mark CO-OPERATION DAY a project could be launched which involves the whole school. This could be something that specifically benefits the school, such as setting up a PEACE GARDEN, (see Newsletter 1) or making a school mural to depict school achievements. Projects involving the local community could include transforming a small piece of local wasteland so that it can be used as a quiet place for people to sit, or offering support to the elderly in different ways. The school could also make inquiries as to whether their children could be involved in some larger, existing projects such as those organised by the NSPCC and RSPCA in the UK or one of the world wide charities.

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 1.19 “Good relationships” and Book 2, Lesson 2.20 “Fairness and Respect”.
- The songs “Come, take my Hand”(track 19) and “Lets Care”(Track 26) can be found on CD 1. The following can be used from CD 2: “Come and Take my Hand” (Track 5), “Happy are they” (Track 11) and “I Respect the Things you say” (Track 20).

The first of the above poems, CO-OPERATION, 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 CO-OPERATION. 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 co-operation. Possible titles could include, “The day we all spring-cleaned the house “, “The day we built a den together” and “How our class saved the kitten/puppy”. These could also be displayed.

At **Lower Secondary level**, Book 3 could be used as a basis for discussion and work. In particular Lesson 3.6 “Care for the Community”, and 3.23 “Giving”. The second poem in this newsletter, “Together”, 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 CO-OPERATION. Two contrasting families could be portrayed, one that does not co-operate together and one that does. Essays and poems can be written that are related to the topic. Possible titles could include, “The Day that Many Hands Made Light Work “, “Together we Stood against the....” and “Team work did the Job”.

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At **GCSE level**, pupils could give a talk about CO-OPERATION or the lack of it. A debate could be arranged, Topics could include: “A group gets more done”, “Man is nothing alone” and “We do not Co-operate enough.”

Letter writing practice could involve writing to charitable organisations explaining their school’s involvement in promoting the theme of CO-OPERATION and asking them to suggest how the whole school could be involved in a project that would benefit their cause. Any information can then be passed to the team who is organising the project.

A number of set texts could be used to explore the theme. In most of these texts lack of CO-OPERATION between characters provides the fuel for tension and conflict:

- In “**To Kill a Mocking bird**” by Harper Lee, the characters are isolated and find it difficult to co-operate with each other.
- The same is evident in “**Mice and Men**”, by John Steinbeck. Only Lennie and George work as a team.
- “**A View From a Bridge**” by Arthur Miller takes this sense of isolation and separateness further with the characters feeling unable to communicate, let alone co-operate. Only Beatrice makes a real effort to foster CO-OPERATION.
- In J.B.Priestley’s novel, “**An Inspector Calls**”, the Inspector seeks CO-OPERATION from the people he interviews in his quest to unravel the truth behind the suicide that he is investigating.
- “**Blood Brothers**” serves to illustrate the fragility of relationships no matter how seemingly close. Shakespeare can also be used to explore the theme.
- In “**The Merchant of Venice**” prejudice acts as a barrier against CO-OPERATION as Christian and Jew are locked in suspicion and even hatred towards each other.
- “**Macbeth**” illustrates how CO-OPERATION in itself is not always a thing that can be for the sake of good. Macbeth CO-OPERATES with his wife to please her and is persuaded to further their ambitions by committing murder.

In poetry, two poems (see Letts Study Aids GCSE 1979) can be used to contrast CO-OPERATION and lack of it:

- “**The Cathedral Builders**” by John Ormond (P.81) illustrates how people working together in the spirit of CO-OPERATION can achieve great things despite all the difficulties.
- This month’s poem for Secondary level, “**Together**” was inspired by John Ormond’s poem.
- By contrast, the poem “**My Message**”, by the Malaysian political poet Cecil Rahjendra, is an attack on the way a government refused to CO-OPERATE with the aims of a Pope’s visit, by preventing him from visiting destitute people in their country.

At **A/S level**, pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include: “We Need to CO-OPERATE or we cannot operate”, “Team Work builds Character” and “CO-OPERATION is Good for us”. The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.

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In the *A/S Literature* course Shakespeare's plays can be used to stimulate interest and thought concerning the theme of CO-OPERATION:

- In "**King Lear**", King Lear finds himself vacillating between a desire to CO-OPERATE and to give vent to his frustrations. This is reflected in "extremes of cruelty and suffering face extremes of loyalty and sacrifice"(WJEC 1995 Paper). Pupils can be asked to explore how far the dramatic structure of the play is effected by the clash between these two extremes. Pupils could explore how Shakespeare's portrayal of relationship reveals that characters shows different aspects in different situations and in different company.
- In "**Othello**", for example, the relationships between Iago and Emilia, Cassio and Desdemona, Iago and Rodrigo, Othello and Desdemona and Iago and Othello serve to illustrate this point.

Chaucer uses a form of CO-OPERATION in a unique way. Pupils can be asked to comment on the quote that "**Canterbury Tales**", by Chaucer, is the first book in English Literature "to give all the speakers a single purpose within a carefully organised diversity of occupation, character and dress." (Letts Study Guide A Level English 1999).

The way in which stock characters are used to attempt to defeat family difficulties can be explored in "**She Stoops to Conquer**" by Oliver Goldsmith. The pair of young lovers CO-OPERATE together toward this end.

In the novel "**Wuthering Heights**" the writer, Emily Bronte, spends much of her time "demystifying the position of the family", showing how the family, "cannot, in the privacy of its home, maintain the unity and cohesion thought to be essential to its place at the centre of early Victorian society."(Wordsworth Classics P.xiii). Pupils could be asked to comment on this in the light of the theme of CO-OPERATION or its lack.

RELIGION

A multi-faith activity could be set up for CO-OPERATION DAY. A programme involving prayers and religious practices that are drawn from a wide range of faiths can be incorporated into a programme, which involves the whole school. This programme could be presented to parents and even to the general public as an attempt to promote religious harmony within the local community.

At GCSE level, pupils could look at ways in which leaders and representatives of world religions have come together to support various initiatives.

DRAMA

At all levels, both Junior and Secondary, pupils could be asked to work as a team to choose a suitable play to perform on CO-OPERATION day. As an exercise in CO-OPERATION they could be asked to decide amongst themselves who is to play the various parts and to give practical reasons for their choice.

PSHE

The theme of CO-OPERATION can be tied in with the requirement that schools prepare children to play an active role as citizens. Pupils could be invited to explore the rationale behind agreeing to, and following rules not only in school but also in the community as a whole. The importance of CO-OPERATION between different groups of peoples, (such teacher/pupil, parent/child, seller/buyer, doctor/patient and police/member of the public, etc.) can be investigated as a means to develop the children's awareness that they belong to various groups and communities.

Children could learn about various charitable projects that have involved the support and work of people from all over the world. Suitable examples could be the Water Project in Adhra Pradesh (India) and the Super-speciality hospital in Puttaparthi (India), which was constructed as a joint world project and is now staffed, on a rota basis by medical staff from all over the world.

GEOGRAPHY

At Junior level, children could study ways in which man can co-operate with nature. The theme of ecology can also be extended to lower secondary level. Pupils can be asked to look at the agricultural and economic implications of not co-operating with nature, in terms of using too many pesticides, artificial fertilisers, etc.

At GCSE and A/S levels, pupils could study agriculture in socialist economies; the Kolkboz system, Sovkboz system and people's communes/production responsibility system in China (Waugh P414 –417). They could also look at Ghandi's legacy for the rural poor in India in terms of co-operatives.

HISTORY

At junior level pupils could look at projects, which have involved tremendous CO-OPERATION such as, pyramid building and the erection of Stone Henge.

At Secondary level, pupils could study The Co-operative movement. At GCSE and A/S levels pupils could examine its roots, by looking at such groups as the Levellers in Puritan Britain and the impact of European Socialist movements. They could also examine how far the co-operative movement was responsible for paving the way for Socialism and the growth of the Labour Party in the UK.

ART

At Junior level, children could make collages to illustrate ways in which they have worked together with others. This could take the form of photos, drawings or paintings. The work could be incorporated into the classroom and/or school displays on CO-OPERATION. Dolphins could be used as a symbol of Cupertino.

At GCSE and A/S levels, a project based on Metamorphosis can be under taken. Pupils can be asked to select two different forms: a geometric man-made object and natural object with an organic form. These objects must have some connection and harmony between the two. A saucepan and a flower, for example, each have a long thin parts to them; the handle and the stalk.

...cont.

...cont.

Pupils of all ages could come together to make a mural that illustrates the way that CO-OPERATION can bring great benefits. They could illustrate some joint activity such as a fund raising event at the school.

DESIGN TECHNOLOGY

Pupils can be asked to make or construct something that would illustrate this theme. Finished works can be put on display to mark CO-OPERATION DAY.

MATHS

At Junior level, pupils could be given a small sticker whenever the teacher feels that they have been extra co-operative. The stickers could be placed on a line or bar graph and displayed in a prominent place. At the end of the term the graph can be analysed and the pupils awarded accordingly.

At Upper and Secondary levels, pupils can be asked to devise surveys concerning CO-OPERATION. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for CO-OPERATION 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:

- “Are you usually Co-operative?” *yes, no sometimes, never.*”
- Do you think that it is OK to act in a non co-operative manner?” *Yes, no, sometimes, not sure.*
- “How do you feel when you have not been co-operative?” *Disappointed with your self, OK, not sure.*
- “Why do you think that people are not always co-operative?” *only think of themselves, don't care about anything outside of themselves, have not been shown how to be co-operative.*

(You may tick as many boxes as you want).

BIOLOGY

At Junior level, children could be involved in a joint school project to investigate how various body parts and systems co-operate with each other and work for the common good of the body. Each class could represent a body part or system. A collage could be constructed, using the work of all the classes. This could be put on display for CO-OPERATION DAY. They could also look at groups of insects such as ants and bees to discover how co-operation forms the basis of their survival.

At Lower Secondary and GCSE levels, pupils could look at how co-operation between man and other animal and plant species is essential for the survival of man.

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At GCSE this could be linked to the cycle of carbon and oxygen. Suitable questions for pupils to consider could include:

- How far is photosynthesis essential for the survival of humans?" and
- "In which ways would the destruction of plants effect the composition of the atmosphere?"

CHEMISTRY

At Junior level, children could be asked to consider how they could be more co-operative with other pupils in lessons. They could be reminded about classroom etiquette such as not monopolising equipment, allowing others to see what is going on, not interrupting when the teacher is explaining something, sharing chemicals and equipment without argument.

At GCSE level, pupils could explore the theme of CO-OPERATION by looking at types of chemical bonding. They could, for example, investigate how ions are held together in sodium chloride. They could also show by means of a diagram, how chlorine forms a gaseous compound with oxygen and name the type of bonding used.

At A/S level, students could investigate the kind of cocktails that are made when emissions from cars, factories and other pollutant sources are released into the atmosphere.

PHYSICS

At Junior and Lower Secondary levels, CO-OPERATION between pupils can be stressed along the lines outlined in the above section on Biology. Pupils can be asked to look at electrical circuits and how the flow of electricity depends on the co-operation of all the parts. This could be illustrated by making a human chain to transport buckets of water (or other items) from one place to the other.

At GCSE level, the subject of electricity can be explored in greater depth. Pupils could also study the orbits of planets in our solar system in order to begin to appreciate how our very existence depends on CO-OPERATION in the form of a consistently harmonious and ordered flow and balance in our universe.

MUSIC

Students can look at harmony in music and how that depends upon co-operation between singers/musicians. Participants need to make sure that they sing or play notes correctly and also to sound them at a level that is consistent to the whole, rather than working as an individual. The singing of Taize music would be a useful exercise here because it gives an opportunity to practice such skills. The image of dolphins swimming together as one united school could be employed here.

LANGUAGES

Pupils could be asked to enact a play based on the theme of CO-OPERATION.

At GCSE level, pupils could write about creatures such as dolphins, fish, lions, ants and bees that need to co-operate together for their own survival in groups.

At A/S level, pupils could write an essay or a talk on the theme of CO-OPERATION, explaining how it is necessary to us as members of a social community.