

---

# *Sathya Sai Education in Human Values, UK*

## *Newsletter February 2003*

---

Welcome to the February 2003 Issue.

### *CONTENTS*

	<i>Page</i>
<b><i>News &amp; Articles of Interest:</i></b>	
<b><i>News from around the UK</i></b>	<b>2</b>
<b><i>Reflecting on the work and philosophy of Sathya Sai EHV</i></b>	<b>3</b>
<b><i>Training Update</i></b>	<b>5</b>
<b><i>Lesson Plans:</i></b>	
<b><i>Introduction &amp; Theme: SELF-ESTEEM</i></b>	<b>6</b>
<b><i>POEM: I am the way I am</i></b>	<b>8</b>
<b><i>POEM: Shedding the Skin</i></b>	<b>9</b>
<b><i>Curriculum Suggestions</i></b>	<b>10</b>

The British Institute of Sathya Sai Education is a non-profit organisation committed to promoting human values in education. The contents of this newsletter may be reproduced and used freely for educational purposes provided it is on a non-profit basis.

Copyright © 2003 British Institute of Sathya Sai Education. All Rights Reserved.  
Registered Address: The Glen, Cuckoo Hill, Pinner, Middlesex HA5 2BE, United Kingdom  
Tel: +44 (0)20 8429 2677  
Fax: +44 (0)20 8866 3914  
Email: [sathyaiaehv@dial.pipex.com](mailto:sathyaiaehv@dial.pipex.com)  
Website: [www.sathyaiaehv.org.uk](http://www.sathyaiaehv.org.uk)

---

## NEWS STORIES / ARTICLES OF INTEREST

### News from around the UK

SSEHV Volunteers from around the UK tell us of news from their local areas.

Barbara Edmondson who has been teaching SSEHV around Manchester and the North West of England advises that the Programme has been received very well in schools and in her local community. Training held in Manchester recently has led to plans by the participants to set up a children and family centre to promote human values. Another, rather intriguing and fun sounding project also exists for a double decker bus which will go on the road and incorporate a Puppet Theatre (values based, of course) and an All Faiths Museum! What a great idea!

In Wales, Zita Starkie was invited to take a whole school assembly at a Junior school of around 260 pupils and staff. This came about after Zita had originally only worked with the school's difficult children for about a year and was then also invited to visit all the classes after six months. The assembly was received very well and the whole school has "really embraced SSEHV now", says Zita. Currently, Zita is also working in the school's special unit, for children who are physically and mentally disadvantaged ranging from 3 to 18 years and drawn from a large catchment area.

In Kent, Lark Beecham reports that a group of SSEHV volunteers attended a major event relating to community achievement for Kent, the theme of which was 'Exploration of Citizenship'. At the event, an area was designated for display of SSEHV resources, photographs of schools using the Programme, information about the electronic Newsletter, Website, and work done by children at a local primary school where SSEHV is taught. Neelam Arts, the local co-ordinator for the Ashford area was also invited to speak briefly to introduce SSEHV to the audience, and draw attention to the resources on display.

The outcome of the day was that a tremendous interest was generated in SSEHV through the displays and discussions with other attendees.

## Reflecting on the work and philosophy of Sathya Sai EHV

*By James Lee, BSc, MPhil*

*James Lee, an educationalist who runs an Education Consultancy firm, provides his views on Sathya Sai EHV based on his personal experiences of studying the Programme. James is currently completing doctoral research Cambridge University in the field of education.*

The philosophy underpinning the work of *Sathya Sai Education in Human Values* is based on an optimistic view of human nature. At the heart of this philosophy is the assumption that all human beings have the potential to embody a set of universal human values and that through embodying these values children and adults become more confident, more fulfilled, better equipped to discriminate between right and wrong and therefore better decision-makers.

To the extent that this programme is concerned with helping individuals to act according to their conscience, Sathya Sai EHV is a moral education programme. It is, however, not concerned with dictating to children what is right and what is wrong but rather with helping children to discriminate for themselves between right and wrong. It is not therefore based on any one particular set of moral criteria that discriminate between right and wrong (such as human rights declarations, a particular political doctrine or a particular religious code of conduct) but rather on the assumption that we can all live better and happier lives by becoming more truthful, diligent, peaceful, loving and by becoming non-violent.

The initiative does not have the intention of creating a religious, political or, in any way, sectarian organisation or pressure-group

A very positive sense of camaraderie is often built-up amongst the various individuals who complete SSEHV training programmes. This sense of camaraderie has now, to the delight of everyone involved, also extended across local and regional groups so that there is a definite sense in which those involved have become a community of a certain sort. The challenge that members of this community face is, of course, to put the vision outlined above into practice by maintaining an inclusive, open-minded and open-hearted community that attracts and welcomes individuals from a wide variety of social, economic, religious, cultural and racial backgrounds. To this extent, SSEHV can be seen as a multicultural initiative that views modern society as a community of citizens and as a community of communities.

### **Awareness of alternative views and issues surrounding teaching of controversial issues**

Some teachers, parents and pupils may disagree with the philosophy of Sathya Sai EHV and, like all belief systems, the philosophy on which Sathya Sai EHV is based is therefore itself likely to be perceived as controversial amongst some people. Some teachers and parents might argue, for example, that it is far better just to tell children what is right and wrong rather than to assume that they can discriminate for themselves between right and wrong and, in particular, that children's discriminatory powers are weak before a certain age. (*see Editors note below*)

There are now also various laws relating to the teaching of controversial issues. In particular, those working with children and adolescents are forbidden from teaching about controversial issues in a manner that may, subtly or otherwise, indoctrinate pupils into their own religious or political beliefs or into their own opinions on particular controversial issues. A teacher cannot, for example, state to pupils, as though a matter of fact, that abortion is wrong, that eating meat is wrong, that war is wrong or that it is always wrong to break the law. A teacher can, however, state their own opinions when discussing such issues as long as they do this in a way that allows and invites those who do not share their views to express their own opinions on these issues, if they so choose, and as long as they recognise the power that they wield to influence pupils through the status that they hold as teacher.

This advice in no way contradicts the work of SSEHV because, as outlined above, SSEHV is not interested in dictating to pupils what is right or what is wrong but rather with encouraging pupils to embody a set of values that will enable them to discriminate for themselves between right and wrong.

*Editors Note: The Sathya Sai EHV Programme is taught to children aged 5 years and upward. Experience of using the Programme with children of all cultures has shown that exercises designed to draw out human values in children from this age onwards does indeed help children to develop their powers of discrimination to understand the difference between right and wrong.*

## Training Update

A number of new training courses are due to begin shortly in March 2003 and a limited number of places are still available. Venues and dates on offer currently are as follows:

Oldham: March 1, 2, 8, 9, 15, 16. Contact Barbara Edmondson,  
Email: [jabet@farm93.fsnet.co.uk](mailto:jabet@farm93.fsnet.co.uk)

Oxford: March 1, 8, 15, 22, 29. Contact: Meena Paplomatas Tel: 01865 765 825, or  
Rolando Ciaravaglia, Tel: 01865 762 685.

Central London: March 1,8, 15, 22, 29, April 5 & 6.  
Contact: Carole Alderman Tel: 020 8429 2677; Email [sathyaiaehv@dial.pipex.com](mailto:sathyaiaehv@dial.pipex.com)

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

Latest dates are always available on our website [www.sathyaiaehv.org.uk](http://www.sathyaiaehv.org.uk)

If you ever had any doubts about attending the SSEHV training courses, perhaps the following extracts from letters received after the SSEHV Intensive course in Pinner, Dec 02/January 03 will help you to come forward:

*"I came to the course thinking I could use the information only with what I do now with children. I identified with the values and was delighted to find someone had created a format to use them. Now, at the end of the course, I feel I can use this information in so many more ways than I had imagined for the benefit of future generations of the world."*

*"My time here has been so beneficial...It has provided me with the language to develop my own character so that I may walk forward towards my goal of life"*

*"The human values Programme is practical, fun and is the basis of human character. I only wish that every child on this planet could experience the wonder and learning of it. Adults can certainly benefit too."*

*"Everybody has been warm and gentle to the others and so friendly. I have gained so many friends."*

*"The course helped me to develop myself. The silent sitting helps me calm down and just be aware of myself and realise the potential within me. The course too, has helped me to build confidence in myself. I always knew the values of love, peace, non-violence, right conduct and truth, yet I didn't know how to apply them. I wanted them, yet they are within me."*

*"I read the manuals before I came to the course, but actually participating in the Human values course has made a lot of difference to the meaning of my life. It has given me a lot of encouragement, love, and peace of mind. I wish I could find more words to describe about this course...but love, peace, truth, right conduct, non-violence says it all!!"*

## LESSON PLAN EXERCISES

### Introduction & Theme

This month's lesson plans are based on the value of 'Self Esteem'.

**Have confidence in yourself!**



### SELF-ESTEEM

#### RELATED VALUES

##### LOVE:

Acceptance, Affection, Care, Compassion, Consideration, Empathy, Forbearance, Forgiveness, Friendship, Generosity, Gentleness, Kindness, Patience, Reverence, Sacrifice, Sympathy, and Tolerance.

##### TRUTH:

Fairness, Fearlessness, Honesty, Intuition, Justice, Optimism, Purity, Quest for knowledge, Reason, Self-analysis, Self-awareness, Sincerity and Truthfulness.

##### RIGHT CONDUCT:

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

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

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

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

##### NON-VIOLENCE:

Psychological: Benevolence, Compassion, Forbearance, Forgiveness, Joy of Life and Morality.

Social: Environmental Care, Citizenship, and Universal Love.

### **Background to theme**

According to the Webster's Dictionary the noun ESTEEM means worth, value or high regard. It is important for teachers to foster SELF-ESTEEM amongst their pupils as an important foundation for their personal, social and academic growth. Studies have shown that children with low SELF-ESTEEM are not only often underachievers at school but also they often display behavioural problems. A child with a low opinion of his or herself often decide that he/she might as well confirm in action what he/she believes to be the opinion of others.

### QUOTES

**Know that you are a blessing to yourself and you will be a blessing to others** (*Samson Raphael Hirst*)

**Dare to be Divine** (*Hilda Charlton*)

**Know thyself** (*Oracle at Delphi*)

**Laughing helps to keep you well** (*Joanna Gillespie*)

**Be good to yourself. Be kind, be patient, be forgiving. After all, you're all you've got.**  
(*quote from book Meditations*)

---

**POEM**

The following poem is for Junior and Secondary levels to stimulate thought discussion and class work related to the value of SELF-ESTEEM.

**I am the way I am**    *by Zita Starkie*

I am different, don't look like you!  
My head is green, my eye is blue.  
I came from a planet far away,  
So you can see me here today.  
I've got six legs, but you have two  
I've got two mouths, but I can't chew  
Can't smell, 'cos I've no nose, you see  
But you can feel the love in me.

Love flows around my greeny chest  
And when you smile I like it best.  
I know it's OK to be me  
Because I'm special, don't you see.  
You say you don't like your big nose  
And have a problem with your toes  
You moan your legs are far too long  
And that you can't sing any song.

You're worried you can't write as neat  
As other children in your street.  
You think you'll never pass the test  
And fear you'll fail in all the rest.  
You say you'd rather be like Jo  
Or talk like Brenda, Lee and Mo.  
And look like pop stars on TV  
Though you are as special as can be.

Just like you, I'm fine as me  
I'm different from the rest you see  
But if we were just all the same  
How would you ever know my name?  
If I looked like you and you looked like me  
I couldn't say who I could see.  
Who'd help you learn something new  
When they only knew as much as you?



## POEM

This poem is for Secondary level.

### **Shedding the skin**      *Zita Starkie*

I hunch shrivelled in my secret sarcophagus  
Staring at my feet  
Struggling against stifling secret sores  
No point in my existence, no point in going on, no point  
For this ugly, stupid, unloved, unworthy,  
Unattractive thing that I am  
Just like that black thing at my feet  
Small, inconsequential  
Shall I step on it?  
Shall I crush it?  
Shall that make me feel better?  
Shall it give me temporary release  
    from this crushing inner pain?

What are you, dark creature?  
Are you like me?  
A thing to be shunned knobbly and hard?  
You shudder  
You are alive!  
And what's this?  
A crack in your tough carapace  
A split  
Is there something softer hidden underneath  
That dark cocoon?

I reach out and hold that  
Heaving, pulsating paltry thing.  
Win, win you must win the struggle  
Go on, burst forth  
    Birth from the crushing carapace.  
I see the crumpled edge of wings  
Come on, come on, don't give up!

I am the witness.  
I am here for that awesome moment.  
I rise in your presence.  
I rejoice in your triumphant victory  
As, resting on my hand  
Your delicate veins engorge with blood  
Warm and safe upon my hand.  
May's magic miracle,  
Shimmering, gorgeous.

You launch yourself into the air  
I stand and watch you  
Flitting a light fandango  
Over flowers gay and gaudy  
Flashing red and white and black.  
I knew you wouldn't be back,  
But that's OK  
'Cos on that Red Admiral day  
I shed my skin and found my way.

## **CURRICULUM SUGGESTIONS**

### ***WHOLE SCHOOL***

A day could be set aside as SELF-ESTEEM 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 SELF-ESTEEM. This could take the form of telling them about the lives of some inspirational people such as Helen Keller (4.10); Louise Braille (book3); Nelson Mandela (book 4.14); Mother Teresa (book 4.9); the once severely autistic and dyslexic writer and educationalist Ronald D. Davis and his pioneering work (See newsletter 10 “Perseverance”) and the physicist Steven Hawkins. A smiling male and female face could be used as an appropriate symbol to commemorate the day. Badges could be presented to pupils who have contributed to the growth of SELF-ESTEEM amongst others by helping them to feel good about themselves. Certificates of Appreciation could be presented to pupils with special awards to be given to those who have overcome some sort of disability or who have shown tremendous improvement in their behaviour or standard of work.

The school could launch a drugs awareness programme.

A speaker could be invited from the Salvation Army to talk about their work of helping to raise street people’s SELF-ESTEEM through counselling and by helping them to find a new and more positive life style. (For more information contact: Major William Cochrane, freepost/Admail 363 London SE16YT Tel: 020 7367 4500 email: [www.salvationarmy.org.uk](http://www.salvationarmy.org.uk))

The school could concentrate on challenging stereotypical behaviour and assumptions, which undermine notions of equality in gender, race and others such as disability. Speakers could be asked to talk on topics concerning disabled people and their achievements ~ e.g. the Para Olympics. They could also encourage boys and girls to participate equally in activities, so that neither boys nor girls are necessarily positioned by their gender. At the same time difference and ability could be highlighted in a positive way. Activities could be organised to promote multi-cultural, or interfaith, understanding and respect. Parents could be involved in this, for example by arranging an evening of Caribbean or Indian music and/or dance. Costume parades could be organised to represent different faiths and/or cultures.

The topic of SELF-ESTEEM could be linked with work that is being carried out in the school to combat forms of prejudice: gender racial, cultural, religious and prejudice based on some form of physical mental disability or difference. Suitable examples could include:

- (1) Inviting parents to give talks or demonstrations of practices that reflect their cultural practices with the aim of raising the self-esteem of pupils from diverse ethnic backgrounds and religions.
- (2) Cultural activities such as Caribbean steel drumming or limbo dancing, together with English Morris and traditional local folk dancing, could be taught to pupils to promote cultural tolerance and understanding.
- (3) Hindu, Jewish and Muslim festivals such as Divali, the Passover and Ramadam could be explained and celebrated in some way to encourage religious tolerance.
- (4) Cookery lessons could feature cooking from different parts of the world.
- (5) The Chinese New Year could be marked.

A useful guideline for teachers wishing to foster self esteem amongst young children is “Supporting Early Learning” by Iram Siraj, Blatchford and Pricilla Clarke (2000 ISBN 0335 2043) the following points are particularly emphasised:

- (1) They stress the importance of providing a range of activities, within an organisation of social interaction, that will “enable children of all abilities and background to participate at an appropriate level in both the individual and common tasks.”
- (2) They advise that staff regularly “ draw attention of the whole group to differences and ability in a positive way.
- (3) Multicultural activities are developed “ with the express purpose of developing multicultural understanding e.g. attention is drawn to similarities and differences in things and people.”
- (4) Males and females can be show in non-stereotypical roles through the use of books, pictures and dolls. Specific activities could also be developed to help the children discuss gender. (See section on English)
- (5) Staff can encourage boys and girls to participate equally in all activities. They can “discuss and challenge stereotypical behaviour and assumptions of children” by, for example encouraging boys to work in the house corners, cooking and washing up. At the end of the book, useful addresses have been supplied. These include:

- **The Commission for Racial Equality**, 10/11 Elliot House, Allington Street, London SW1E 5 EH;
- **Early Young Trainers Anti-racist Network (EYTARN)**, PO box 28, Wallasey, Liverpool, LA59NP. Tel: 0151 639 6136;
- **Equal Opportunities Commission**, Cevay Street, Manchester M33HN. Tel 0161 833 9244;
- **Equality Learning Centre**, 356 Holloway Road, London NY6P;
- **Positive Identity: multicultural resources for young children**, PO Box 17709, London SE647Q. Tel: 0208 314 0442; (the authors point out that this shop “ sells black, oriental, Asian and European books, dolls and puzzles and posters, which are educational and fun *and also help to build up children’s self esteem.*” They point out that “ positive identity is a mobile business and is happy to visit schools, nurseries and other child care establishments”);
- **Working Group against Racism in Children’s Resources**, 406 Wandsworth Road, London SW8 36X. Tel: 0207 627 4594; (The writers comment that this is “ an excellent group that provides guidelines for the evaluation and selection of toys and other resources for children. Special information packs are available for students and childcare workers. The group also provides regular training);
- **Suppliers of Resources Supporting Diversity**, Acorn Percussions, Unit 34, Abbey Business Centre, Ingate Place, London SW8. Tel: 0207 720 2243 (These have a wide range of musical instruments)
- **AMS Educational**, Woodside Trading Estate, Low Lane, Leeds L518 SNY. Tel: 0113 558 0309 (This centre distributes multicultural resources, including many produced by ILEA);
- **Bangladesh Resource and Multicultural Book Centre**, First floor, 23-25 Hessel Street, London E12LD. Tel : 0207 488 4243 (This stocks Bengali books, dual language books, pictures, postcards, toys and musical instruments).

- **Community Insight**, Pembroke Centre, Cheney Manor, Swindon SN2 2PQ. Tel: 01703 512 612 (References for child development and equality children's books);
  - **Ebony Eyes**; 10 Season house, Newington Butts, London SE17 3AY. Tel: 0207 735 2887 (Black dolls, puppets, African arts and crafts);
  - **Equality Learning Centre**, 356 Holloway Road, London N76A. Tel: 0207 700 8127 (Range of resources );
  - **Guanghiva**, 7-9 Newport Place, London WC2 7RJ. Tel: 0207 437 3737(Chinese books and artefacts);
  - **Galt educational**, Brookefield Road, Cheadle, Cheshire, SK8 2PN. Tel: 0161 627 0795 (Extensive range of resources)
  - **Joliba**, 47 Colston St, Bristol BS15AX. Tel: 01179 925 3912 (Toys, puppets, dolls, textiles, musical instruments from West Africa)
  - **Knock on Wood**, Granary Warf, Leeds LS1 4BR. Tel: 0113242 9146 (Music, and musical instruments);
  - **Letterbox Library**, Unit 2D, Leroy house, 436 Essex Road, London N13QP Tel: 0207 226 1633 ( non- sexist, non-racist book club with regular news catalogue available);
  - **Mantra**, S. Alexander Grove, London N128NU Tel: 0208 445 5123 (Fiction and non-fiction, dual language books.)
  - **Minority Group Support Service**, Southfields, South Street, Coventry CV1 5EJ. Tel: 01203 226 888
  - **Multicultural Book Shop**, 6-8 Hallfield Road, Bradford, West Yorkshire, BD1 3RQ. Tel: 01274 731 908 (Wide selection of fiction and non-fiction);
  - **Neal Street East**, 5 Neal street, Covent Garden, London WC2 Tel: 0207 240 0135 (Crafts and fabrics from around the world);
  - **NES Arnold**, Ludlow Hill Row, West Bridgeford, Nottingham, NG26HD 0116 452261 ( wide range of educational equipment and multicultural resources;
  - **Soma books**, 3G Kennington Lane, London SE11 4LS Tel: 0207 735 2101 (Wide range of books and crafts, textiles, from South East Asia)
  - **Sterns**, 293 Easton Road, London NW1 Tel: 0207 387 55550 (CD and cassettes of music from around the world)
  - **Tamarind Ltd**, PO Box 296, Camberley, Surrey GU11 QW. Tel: 01276 683979 (Books and puzzles promoting diversity);
  - **Trentham Books Ltd**, West View House, 734 London Road, Oakhill, Stoke on Trent, ST4 SNP 01782 745 567 Fax 01782 745 553 .
  - **Resources for Music**, music singing and rhythms. CDs and cassettes of black American folk singer who has specialised in music for young children. Produced by folkways records and can be purchased from good music outlets.
  - **Useful journals and publications: The Bilingual Family Newsletter, Multilingual Matters Ltd**, Frankfurt Lodge, Clevedon BS 21 75J. Tel: 01275 876 519 Fax: 01275 343 096 (Excellent publications full of useful articles and practical suggestions for raising children bilingually. Newsletter is informative and family orientated. A free sample sent out on request.
- Multicultural teaching** (Produced by Trentham books see list) **Resource FKA Multicultural resource centre**, First Floor.

**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 1.15 “Self esteem”, 1.17 “Care of myself” and Book 2, Lesson 2.14 “Inner strength”, 2.15 “A positive attitude”, 2.19 “Courage and confidence” and 2.20 “Fairness and respect”.
- The songs “I am the way I am” (Track 12), “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), “I respect the things you say” (Track 20) and “I had a dream” (Track 23).
- The first of the above poems, “I am the way I am”, can be used in a similar way.
- Dipak Fakey’s Human Values board -games (available from SSEHV Promotions Ltd) are also a very useful source for activities.
- Pupils could be asked to talk about the benefits of SELF-ESTEEM. 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 SELF-ESTEEM. Possible titles could include, “I’m glad I am different”, “Being me is great”, and “Why I like myself”.

At Lower Secondary level:

- Books 3 and 4 could be used as a basis for discussion and work. In particular Lessons: 3.9 “Racial harmony”, 3.10 “Perseverance”, 3.11 “Unity of Faiths”, 3.13 “Accepting and learning from mistakes”, 3.19 “Self esteem” and 3.25 “Respect” and 4.3 “Learning from mistakes”, 4.4 “Introspection”, 4.14 “Dignity”, and 4.19 “Courage, honesty and respect”.
- The second poem in this newsletter “Shedding the skin” and in the Newsletter for July 2001, “Being myself”, can also be used as a basis of stimulus and discussion.
- Teachers could ask pupils to talk about when they saw a mistake was wrong action and then resolved not to do it again. They could emphasise the importance of making a distinction between wrong actions and a bad person. They could be encouraged to reflect on the idea that it is normal to make mistakes and that they are still an OK person. Treat a mistake as feedback. What can you learn from it?
- A play could be written as a joint class project concerning the theme of SELF-ESTEEM. Two contrasting families could be portrayed; one that helps its members develop SELF-ESTEEM and one that does not.
- Essays and poems can be written that are related to the topic. Possible titles could include, “I like my friend the way she/he is”, “I am an OK person”, “Forgiving myself and starting over again” and “Changing myself has made me feel good about myself”. These could also be displayed.
- Ronald Dahl’s book ‘Matilda’ would be a good basis for work, in particular looking at the way her teacher was able to build up her notions of SELF-ESTEEM.
- Males and females can be shown in non-stereotypical roles using books, pictures and dolls. Specific activities can also be developed to help the children discuss gender. (See section on English). Stories like “The Paperboy Princess”, “Mrs Plug the Plumber” and “Prince Cinders and Princess Smarty-pants” can be used.
- Pupils could talk about the importance of forgiving oneself. Stories could be written on the subject.

At GCSE level:

- pupils could give a talk about SELF-ESTEEM or the lack of it.
- A debate could be arranged. Topics could include:  
“Self-esteem comes about when we strive to improve ourselves”.  
“There is no such a thing as a bad person, there are only bad actions”, and  
“It’s OK to be different”.
- Letter writing practice could involve the theme of SELF-ESTEEM. Pupils could be asked to write letters of praise and congratulations to any local, national or international groups that have been working to promote this, such as the Dyslexic society and the anti racial groups.

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

- In “To Kill a Mockingbird” by Harper Lee, Atticus works hard to raise the SELF-ESTEEM of his black client against a background of racial prejudice. Unlike his southern American compatriots, he is not prejudiced and believes that all should be treated with the respect they deserve.
- In “Mice and Men”, by John Steinbeck, prejudice is again rife. Characters are placed in a pecking order according to social class, physical and mental ability and skin colour. “SELF-ESTEEM” is generally low in the play because of this, but Slim shows how positive appreciation of each other’s strengths can be a goal to aspire to.
- “A View from a Bridge” by Arthur Miller, demonstrates how lack of SELF -ESTEEM can isolate individuals and lead them to behave in inappropriate ways.
- Shakespeare can also be used to explore the theme.
  - In “The Merchant of Venice” Antonio and Shylock exemplify people who do not consider SELF-ESTEEM to be important; they allow ethnic, cultural and religious differences to poison their relationships.
  - Romeo and Juliet embrace a similar theme.
  - In “Macbeth”, Macbeth and his wife, lose all their SELF-ESTEEM when he succumbs to the forces of darkness.
- In poetry, the poem “Dolce et Decorum Est”, the war poet, Wilfred Owen, describes how soldiers lose their self esteem as they trudge on. “The Charge of the Light Brigade”, by Alfred Lord Tennyson, also is a testimony to men who persevered in their duty despite the fact that they knew that they were riding to their death.

At A/S level:

- pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “SELF ESTEEM is an important foundation for everything”, and “ We can learn SELF ESTEEM from good role models”.
- The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.
- Pupils could also research the life and works of the Dyslexic writer, W. B. Yeats, as part of their contribution to disability awareness. (See whole school project.)

In the A/S Literature course, the theme of SELF-ESTEEM can be explored in different ways:

- In *Oleanna* by David Marnet, the male female power struggle is about SELF-ESTEEM.
- In “The Bee Meeting”, Sylvia Plath illustrates the value of self-support groups for raising self esteem.
- Pupils can consider how far SELF-ESTEEM amongst women is a quality that has been championed in some of Plath’s other works, such as “Wintering” and “A Birthday Present.
- G. B. Shaw’s novel “St. Joan, and John Bunyan’s”, “Pilgrim’s Progress”, can be used as books which are inspirational in their content because the main characters strive unceasingly to serve what they consider to be right and good and in the process develop greater SELF-ESTEEM.
- By contrast, pupils could also consider how low SELF-ESTEEM might result in disturbing behaviour. The novel, “Wuthering Heights” by Emily Bronte illustrates how Heathcliffe’s deep-rooted insecurity caused suffering to himself and any one he met.
- George Orwell’s novels “Homage to Catalonia”, “Animal Farm” and “Nineteen 84” also illustrates how SELF-ESTEEM can be easily undermined by manipulative and repressive government.

### ***RELIGIOUS EDUCATION***

A multi-faith activity could be set up for SELF-ESTEEM 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 SELF-ESTEEM DAY. The positive sides of different religions could be highlighted and those pupils that are of a particular faith could be allowed to enact something particular to their faith. Examples could include:

- (1) Jewish faith ~ the Passover and the giving of the Ten Commandments
- (2) Buddhist, Muslim, Zoroastrian faiths ~ the life story of their spiritual leaders (The Buddha, Mohammed, Zarathustra).
- (3) Hindu faith ~ a story from the Ramayana
- (4) Christian faith ~ one of the parables of Jesus.
- (5) Pupils could write about the work of particular Spiritual leaders.

Example could include

- (1) Jesus, who raised people’s SELF-ESTEEM by giving attention to those outcast, or the marginalised people of the time - the sick, blind, lame, poor and even a prostitute.
- (2) St Francis is said to have followed in his footsteps (see the Franco Zeffirelli video “Brother Sun, Sister Moon” and James F. Twyman’s book “Portrait of the Master” Findhorn Press ISBN 1-8991171-43-B) and
- (3) Vivekananda, who fought against the Indian caste system.

### ***DRAMA***

At all levels, both Junior and Secondary, pupils could enact plays based on positive things that people have done in their lives. This could include times when pupils may have helped someone or acted in a way that was brave or considerate. They could also enact stories of people who have helped to raise the SELF-ESTEEM of others, such as Jesus, Vivekananda, Mother Teresa, Nelson, Mandela, Martin Luther King, Louis Braille and Helen Keller.

### ***PSHE***

Pupils could make a list of positive things about themselves and about other people in their class. Each person has to say one thing positive about another in the class. Pupils could also get into pairs with someone they do not normally get on with and think of positive things to say about each other. They could also tell the other person about what they consider to be their strengths or about times when they have acted in a way that they are pleased with. Each pupil could have a photocopy of the "Certificate of Appreciation". Pupils could sit with their partner making eye contact and considering their partner's good qualities. They could then write three good qualities on their "Certificate of Appreciation", write the partner's name on it, then sign it and date it. These could be presented in an Award giving Ceremony.

### ***GEOGRAPHY***

At Junior level, pupils could look at weather. The teacher could say that when we have SELF-ESTEEM we can rise above our problems, just as hot air rises above cold air in a depression. At lower Secondary children could study ways in which Third World countries can be supported in regaining their SELF-ESTEEM in the world. Suitable examples could include

- (1) Cancelling the world debt (For further information look up [www.jubileeresearch.org](http://www.jubileeresearch.org))
- (2) Pursuing a Fair Trade policy.
- (3) Supporting them with long term aid and encouragement to diversify. (For further information write to Cafod Campaigns, Romero Close, Stockwell Road, London SW9 9BR) (See also newsletter 18 on GENEROSITY)

At GCSE level, pupils could consider long-term solutions for famine-prone lands. Suitable questions could include:

- (1) OXFAM'S projects remain long after the crisis is over. Suggest why this might be so.
- (2) In Malawi, most of the population is living on the edge of survival and are totally dependent on their crops and cattle. Explain how adverse weather conditions can result in millions of people facing starvation.
- (3) Malawi is one of the poorest countries in the world. Almost 1 in 5 children die before they reach the age of five. Adult life expectancy is only 39.5 years. Only 43% of the population have access to safe drinking water. Suggest what could be done to improve the plight of these people.
- (4) The priorities for OXFAMs work in Malawi is teaching villagers new farming techniques and helping them to get more food from their land using crops that suit the land. They train community members to take on projects, such as Well Being, so that they can create a better future for themselves. They are also working with the Malawi government to improve the quality of basic education and the people's human rights. OXFAM lay stress on empowering the poorest people and raising their SELF-ESTEEM. They stress that they "support people who help themselves, so that they contribute their hard work and their time to make money go further". This naturally works to raise their SELF-ESTEEM. With reference to other places in the world, show how Oxfam's model of aid could bring longterm benefits.
- (5) Oxfam argues that £2 a year could supply 670 seedlings that could be planted out by local farmers. In Ethiopia, one OXFAM project supplied local farmers with 2 million tree seedlings. These were planted alongside their existing crops. In what way would trees be useful fixing the soil and encouraging rain? (For information write to OXFAM, 274 Banbury Road, Oxford OX2 7DZ).



At A/S and A levels, suitable questions and discussions could include:

- (1) "Honduras, Guatemala, El Salvador and Nicaragua have been acutely affected by civil war that raged for over 10 years in the 1980s, producing hundreds of thousands of violent deaths and disappearances, weakening the infrastructure and creating extreme social and economic problems. As a result the Central American countries are the poorest in Latin America" (Y Care) Discuss.
- (2) "Some 44-55 % of the population of Guatemala, Nicaragua and Honduras live on less than 1\$ a day. The situation has worsened in the wake of Hurricane Mitch, which hit the region in 1998, claiming some 10,000 lives and devastating the predominantly rural economies, already struggling in poverty. Many rural communities dependent on coffee production, face starvation."

Discuss the effect of dependency on cash crops on rural economies of 3<sup>rd</sup> world countries.

- (a) Why is it so fragile?
- (b) Suggest how diversification and the growing of crops that can help villages to become self sufficient is considered by aid agencies as a priority in their attempts to break the poverty cycle.
- (3) In what ways do long term solutions to poverty, help to return self-respect and increase SELF-ESTEEM amongst people in third world countries?
  - (4) In Costa Rica where "a newly funded programme is working to increase the employment prospects of 60 young Nicaraguan. The programme is providing vocational training in electronics, artisan work, and secretarial skills and welding. They are also working to tackle discrimination towards Nicaraguan immigrants in Costa Rica. In Nicaragua, they are also working in poor, marginalised neighbourhoods such as Acahualinca. This is a neighbourhood with a high level of drug abuse and gang activity and youth crime. The project at the youth centre provides alternatives to a life of crime, offering recreational opportunities, and vocational training for young people. The youth centre has opened a hairdressing and beauty salon for the community. Young people who would have missed employment opportunities run it. In Honduras, Y Care is launching a new Youth Worker programme to address the problem of a surge in violent gang-related crime amongst young people. A young volunteer comments that he enjoys being at the YMCA because it gives young people "the confidence and ability to address problems in our country ourselves" The new youth worker programme was launched by Y Care in 2002 to increase the opportunities of disadvantaged young men and women from both rural and urban areas. The majority of work is seasonal agricultural work. In the informal sector young people sell cigarettes and cakes on the streets, or clean car windscreens at traffic lights. The programme will provide training in developing local projects to improve community life, and skills in lobbying local and national governments to provide more and better quality youth services, thus empowering young people with the skills and confidence to hold governments accountable to meet their needs. Y Care is currently exploring with Ecuador YMCA, ways of training young people to operate Community Radio. This will provide a forum for the local community to stay abreast of local issues affecting them and will provide training and employment opportunities for the disadvantaged young people.

In Honduras and Columbia, further programmes are being developed to prevent young people from joining street gangs. This could be linked with work on vulcanicity and the long-term implications on the social and economic state of a country devastated by earthquakes. The city centre itself was devastated by an earthquake in the early 70s.

In El Salvador, Santa Ana's Women's Vocational Training programme begun in 2000 trained 50 young women in business management, tailoring and design. As a result of this they have formed two business co-operatives to increase their income.

Why do you think that organisations such as Y Care International place great emphasis on skill development and employment? (For further information write to Y Care International 3-9 Southampton Row, London WC 1B5HY Tel: 020 7421 3022 , Fax: 020 7421 3024 email: enq@ycare.org.uk [www.ycare.org.uk](http://www.ycare.org.uk))

### **HISTORY**

At Junior and Lower Secondary levels, pupils could look at inspirational figures in history that have helped to raise the SELF-ESTEEM of others, through history. Examples could include William Wilberforce, Ghandi, Martin Luther King, Nelson Mandela, Mother Teresa and Princess Diana. Pupils could study different Empires and consider whether countries like Spain, Portugal and Britain had the right to subjugate others in order to gain wealth and power.

What were the advantages and disadvantages to the countries involved?

How did it affect their SELF-ESTEEM?

At GCSE level, suitable questions could include

- (1) In Britain, during the Victorian era the working class was "moving to a position in which it could compete as a class for its position in society, soberly and effectively, and not as a body of picturesque rebels to be pitifully defeated. The signs of the change are to be found in the development of those institutions which more than anything else have been the practical agent of the Working class challenge, The trade unions" (G. Kitson Clerk). How far do you agree that membership of trade unions raised the SELF-ESTEEM of the working class?
- (2) By the mid 19<sup>th</sup> Century, many of the 13 states that made up Italy were under Austrian rule. By March 1861, a unified country was proclaimed.
  - (a) Describe the steps that lead to the Unification of Italy.
  - (b) How far can Giuseppe Mazzini be seen as one of the most influential figures and the leaders of the Risorgimento? What did he do to raise the SELF-ESTEEM of the Italian people?
- (3) After the First World War, Germany was penalised severely. How far do you think that lack of SELF-ESTEEM amongst Germans was a contributory factor towards Hitler's rise to power.
- (4) In the two decades following the Second World War, over 70 nations gained their Independence. They spanned Africa, Asia, the Caribbean and the Pacific. How far do you think that these Independence Movements were motivated by a desire to regain SELF-ESTEEM?

At A/S and A level, suitable question could include:

- (1) In 1949 a series of armistice agreements left Israel in control of two thirds of Palestine. The Jews now had a home of their own and had demonstrated their willingness and ability to defend it.
  - (a) How far do you think having their own country raised the SELF-ESTEEM of the Jewish people.
  - (b) Half a million Palestine Arabs fled their homes during this period and many are still living in refugee camps. Outline the major factors that have contributed to the subsequent Arab-Israeli wars.

- (2) Ghandi helped raise SELF-ESTEEM of the poor in India by giving many villages in India a spinning wheel. He taught them how to be self-sufficient and how to get a minimum income by diversifying, in order to help support them through periods of agricultural hardship. How far can it be said that he was responsible for providing a blue print that was later to be emulated by charitable organisations such as OXFAM and Y Care?
- (3) Compare the methods and achievements of Martin Luther King, Malcolm X and Nelson Mandela in terms of raising the SELF-ESTEEM of black people.

### **ART**

At Junior level, children could make collages to illustrate the different pupils in the class. Pupils could be shown doing something kind. A caption could be placed under each pupil stating his or her best feature of character.

At Secondary level, pupils may like to focus on the work of famous people who suffered from dyslexia such as the artist Leonardo da Vinci and the animator Walt Disney. The teacher could stress how SELF-ESTEEM can develop if one is positive even in the face of personal difficulties. Pupils could do self-portraits, which are aimed at raising their SELF-ESTEEM. During the session, the teacher could make positive comments about the appearance and character of the pupil. The teacher could encourage each pupil to portray his or her good qualities in some way. For example, a smiling or looking relaxed. The composition of the portrait could involve the pupil doing something kind or helpful. Pupils could also draw portraits of each other with the same guidelines operating.

At GCSE level, pupils could consider how one's perspective or view point can make accurate or distorted representations. The teacher could make comparisons as to how we view ourselves. Pupils could focus on the work of Albert Durer, Leon Battista, and Leonardo da Vinci and their pioneering work on perspective. Suitable questions could include:

- The "Construzione legittima", or "Truthful construction" was a practical method for placing and mapping an object's form in space.
  - (a) Describe the method that Leon Battista outlines in his book "Dell Pictura".
  - (b) What does he mean by the terms "picture plane" and "fixed viewing point"?

At A level, a similar approach can be used. Pupils could do some observational perspective drawings. Suitable questions could include

- (1) Compare the strengths and weaknesses of Battista's "Construzione legittima" with that of a "Two perspective grid".
  - (a) Why is the latter not quite as adaptable as Alberti's grid?
  - (b) When can the "two perspective grid be more useful?
- (2) Ptolemy the 2<sup>nd</sup> AD astronomer, plotted landmass and sky coloured by the assumption that the world is flat rather than spherical. Compare the Ptolemaic grid to the Descartes (1596-1650) model of a Cartesian axes which features three intersecting planes.
- (3) Compare and contrast the methods of "Orthographic" and "Isometric" projection
- (4) Construct a Stereometric head.

## DESIGN TECHNOLOGY

Pupils could be asked to design and make inspirational objects for SELF-ESTEEM DAY. These could include badges with an inscription such as: I feel good about myself, I am a good person, I like myself, etc. A school plaque could be made with one of the quotes from the first part of the newsletter written upon it. Representations of SELF-ESTEEM could be made through sculpture, collage, tapestry or other mediums (See whole school). Pupils could design and make small models to be run in a challenge on SELF-ESTEEM DAY. Pupils could also design a model-automated wheelchair or car that could be used by disabled people. (See also section on physics).

## MATHS

At Junior level, children could give themselves a sticker when they feel that they have done something that makes them feel particularly good about themselves. The teacher could support the pupils by suggesting positive things that they might like to do in order to win the sticker. Examples could include showing great patience over a particular set task, tidying one's bedroom, helping mum and dad, being kind to younger siblings, sharing and helping peers, helping the class teacher, being courteous and thoughtful. 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 SELF-ESTEEM. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for SELF-ESTEEM 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 it is important to value yourself? *yes, no, not sure.*
- When you do something wrong do you see your mistake was wrong action and resolve not to do it again, knowing that you are still an OK person? *Yes, no, sometimes, not sure.*
- If you cannot understand or do something straight away do you keep on imagining yourself doing it until you can? *yes, no sometimes, never.*
- Does it help you to feel good about yourself when you receive praise? *yes, no, unsure?*
- How do you feel when you helped someone to feel good about them self by saying something nice to them or by helping them in some way? *OK, not sure, very happy, excited, proud of myself? (You may tick as many boxes as you want).*
- Why do you think that people often give up easily? *only think of negative things, don't value themselves enough, have not enough confidence in themselves? (You may tick as many boxes as you want).*

At GCSE level, pupils could be set work based on the trial and error method. The teacher could use the opportunity to focus on the benefits of positive thinking. It may also be useful for the teacher to explain that making mistakes can be a positive aid to learning and could be regarded as feedback. This is because we are discovering, in the process, what is useful to us in our quest to obtain a correct solution. By discarding what we do not need, we arrive at a final solution to the problem. The teacher could draw parallels with daily life and how, by trial and error, we can

come to feel happier in ourselves and develop our self-esteem. In other words when we do the right thing, we usually feel better about ourselves. It may not be clear to us at first how we should behave in given situations. We may even ignore our conscience in the mistaken belief that we will gain greater happiness if we follow a path that we know is not a correct one. The teacher could point out that eventually we are all inevitably drawn to see the error of our ways in the same way that we can solve problems through the trial and error process.

### **BIOLOGY**

In considering the topic of SELF-ESTEEM, the problem of racial prejudice could be addressed by considering biological reasons for diversity in appearance.

At Junior level, children could investigate and discuss arguments explaining the diversity in appearance of human beings. They could investigate possible evolutionary reasons for the diversity in skin pigmentation, eye shapes and other physical features. Suitable questions could include:

- (1) If you needed to protect your skin from the effects of the rays of the sun, would you choose to have dark pigmentation like people of African and Indian origin or would you choose to have fair skin like people from Scandinavian countries? Explain your answer.
- (2) How does dark pigmentation help people?
- (3) If the area you lived in was windy and exposed would you be better off having more slanted eyelids, or wide and rounded lids? Explain your answer.

At Secondary level, the topic of SELF-ESTEEM could also be approached in a similar way. Suitable questions could include:

- (1) What is the name of a compound that gives colour to tissue?
- (2) Chlorophyll is a biological pigment Describe its role as a photosynthetic pigment.
- (3) What is the role of melanin in human animals?

At GCSE level, suitable questions could include:

- (1) What is the importance of respiratory pigment?
- (2) Name and describe a pigment that is useful to plants
- (3) What pigment can be used as camouflage in animals and protects human skin from ultraviolet light?

At A/S and A levels, pupils could look at cell diversity and in particular chromatophores. Suitable questions could include:

- (1) The skin of reptiles and amphibians contain chromatophores. Describe and explain the process whereby these stellate cells concentrate or expand pigment to change the colour of the body.
- (2) Describe and explain the process whereby octopuses and squids use muscle fibres to increase or decrease pigmentation.
- (3) Explain the difference between migration of pigment, as with animals and the process of pigmentation in amphibians, reptiles squids and octopuses.

**CHEMISTRY**

At Junior and Lower Secondary levels, the teacher could link the topic of SELF-ESTEEM with the idea of balance. When we feel balanced we feel good about ourselves in the same way an equation is accurate when it is balanced i.e. chemical equations are equal both sides. Teachers could also make comparisons between the idea that atoms in a chemical reaction are not created or destroyed just as our inner self, or soul, remains the same. In other words but our personality and actions change in the same way that atoms rearrange themselves during a chemical reaction, but our inner self is constant and changeless like the atoms that make the new products.

At GCSE level, suitable questions could include:

- (1) Atoms, in a chemical reaction, are not created or destroyed
  - (a) explain the process in which atoms rearrange them selves in going from the reactants to the products.
  - (b) What does a balanced symbol equation show in terms of chemical reaction?
- (2) Write a balanced equation for burning magnesium in Oxygen. Teachers could point out that in the same way that we are often feeling out of balance, not all elements are naturally in balance. The teacher could show how elements could be brought into balance through adding numbers in a trial and error process. Comparisons could be made to the way in which sometimes we have to add something special to our lives, or seek the help of others, in order to feel good about ourselves and raise our SELF-ESTEEM. A suitable question would be:
 

Not all elements balance.

  - (a) Name an element that does not balance.
  - (b) Show how, through the process of trial and error you can eventually balance it.

At A/S and A levels, the above themes could be explored at greater depth.

**PHYSICS**

At Junior level, the theme of SELF-ESTEEM can be introduced along environmental lines. Pupils could look at ways in which they can save energy and therefore feel good about themselves in terms of caring for the planet. They could do a project on how energy is generated comparing the use of fossil fuels and nuclear energy with that of wind, wave, thermal, hydro and solar power.

At Lower Secondary level, pupils could be inspired by the achievements of the Dyslexic scientists Albert Einstein and Alexander Graham Bell, and the physicist, Steven Hawkins, who overcame his disability of motor-neuron disease. Pupils could also consider how the use of alternative energy in the face of increasing planetary damage from pollution, can help to raise the SELF ESTEEM of environmentally conscious individuals. Pupils could study the development of solar technology. Suitable questions could include:

- (1) (a) Comment on the statement that “ human beings spend much of their lives gathering and using energy-burning wood, coal, peat and nuclear fuel. Yet the amount of energy reaching the earth, free, from the sun is 30 000 times that currently used by humans.” (Readers Digest 20<sup>th</sup> Century Inventions)
  - (b) What do you think would be the benefit to the planet of harnessing solar energy?
- (2) How do you think solar-energy devices can be used to
  - (a) Produce fresh water from seawater
  - (b) Produce heat for furnaces
  - (c) power steam generators. You may draw pictures to illustrate your argument.
- (3) Design your own model based on one of your answers from question 2.

At GCSE level, the same topic can be explored in more depth. Suitable questions could include:

- (1) An ocean thermal-electric conversion plant (OTEC) was built in 1929. Solar heat was collected from the sea off Cuba.
  - (a) Suggest ways in which the energy may have been converted to electricity.
  - (b) Why do you think this and similar projects were abandoned.
- (2) During the last part of the 20<sup>th</sup> Century, advances in solar energy technology started to match the reliability, power and cheapness of systems that burn fuel. Suggest reasons why this may be so.
- (3) As the price of oil quadrupled in 1973, the American government became more interested in backing research into and investing in solar power. What new materials have been invented and what technological advances have occurred in the solar energy industry since that time?
- (4) Power of solar reflection has been used since ancient times. The ancient Greeks, for example, used a barrage of mirrors in 212 BC to concentrate the rays of the sun so that they could set the sails of their opponents' ships aflame. Huge solar furnaces such as the "sun oven" in the Pyrenees and "Solar 1" in Mexico, which uses 1818 sun-tracking mirrors, run on the same principle.
  - (a) Which areas in the world would you place one of these furnaces. Give reasons for your answer.
  - (b) Suggest ways in which would you overcome the problem of mirrors becoming dusty in areas where water is a scarce commodity.

At A/S level, pupils could do a project on solar power involving the design of a solar house and/or power station that uses both the Silicon chip method of harnessing solar energy and the power of reflection. They could also take part in a solar car challenge based on the first World Solar car Challenge of 1987 in Australia. Pupils could design and make small models to be run in a challenge on SELF-ESTEEM DAY.

Pupils could also design and make a working model of an automated wheelchair or car that could be used by disabled people. They could look at Walt Woltose's invention of a voice synthesiser. A challenge could be set up to ask pupils to come up with an idea of a device that would help a handicapped person.

### ***MUSIC***

At all levels, pupils can be encouraged to give positive feedback to each other about their musical performances. They could learn about inspirational figures that overcame some handicap to become famous artists. Suitable examples could include Beethoven and the young "Pop Stars" celebrity, Gareth Gates, who overcame a speech impediment whilst he was under public gaze.

At Junior and Secondary levels, pupils could be encouraged to listen to different types of music in order to investigate how their moods may change according to the type of music being listened to.

They could write a list of positive effects related to listening to peaceful and harmonious music. They could make a list of compositions that help them to feel good in themselves. These could be placed under headings such as:

- (a) Quiet and peaceful - Beethoven – "Symphony No 6 Pastoral" (2<sup>nd</sup> and 5<sup>th</sup> Movements); Debussy - "Prelude and L'Après-midi d'un faune"; Rodrigo –

- “Concierto de Aranjuez for guitar and Orchestra”; Delius- “On hearing the first cuckoo in spring”, (2<sup>nd</sup> Movement)
- (b) light/happy music: Prokofiev “Love of three oranges” (March); Tchaikovsky “Nutmacker suite (Dance of the sugar plum fairies).

At A/S and A levels, pupils could look at the importance of SELF-ESTEEM in the lives of successful artists. Suitable questions could include:

- (1) As proof of confidence in him, Sergei Rachmaninov’s cousin, Silot, offered him a substantial loan, to be repaid over the next three years. With renewed confidence in his financial security and powers of composition, Rachmaninov proposed to his cousin and married her. The next ten years or so were the most successful of his whole life. Comment and expand on this.
- (2) “Keep on, I tell you. You have what is needed, and don’t let them frighten you.” In what way do you think this remark, by Franz Liszt to Edward Grieg in 1870, influenced the latter?  
With close reference to the composer’s life and music write a critical appraisal.

### ***LANGUAGES:***

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

At GCSE level, pupils could write about their own strengths and good points. They could also write about other members of the class in a similar way and the work could be read out in front of the class.

At A/S level, pupils could write an essay or a talk on the theme of SELF-ESTEEM.