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*Sathya Sai Education in Human Values, UK*

*Newsletter January 2002*

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Welcome to the January 2002 issue.

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## NEWS

### **Skills based Curriculum being piloted in Schools**

One of the key elements of the Sathya Sai Education in Human Values Programme is in recognising that education is not primarily about teaching subjects to be tested on in an examination hall. "Education is for life, not just for earning a living" is a quote often associated with the Programme. This means helping a child to face the challenges of our society, in being able to relate to different situations and cultures through recognising shared human values, and contributing positively to the welfare of the community and environment.

In connection with this theme underlying the SSEHV Programme, readers may be interested to learn of a new skills based curriculum being piloted in a number of schools.

BBC Education Online reports that ten secondary schools in England are trying out a radical departure from subject-based lessons.

The schools are using instead an alternative curriculum based on five skills needed to succeed in life:

- learning
- managing information
- managing situations
- relating to people
- citizenship.

These "competences", as they are known, were devised by the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), which sees them as a model for future learning.

A headteacher at one of the school's involved reports: "Education as it is, with the national curriculum, no longer serves the needs of pupils. What we are operating within schools is an industrial model that churns out people at the other end for a fictitious workplace which no longer exists - not training them for the 21st century."

So he is piloting the alternative curriculum with one third of this year's first years - the Year 7 pupils.

"We haven't disappplied the national curriculum but we don't teach subjects," he said.

"We are helping them to learn how to learn and how to think, and use those skills to manage situations and information."

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A headteacher at another school said:

"I think in many ways the national curriculum was retrogressive and so very, very content-driven. We are trying to be a school of the future."

So the children are set units of work for each half-term, reinforced with weekly one-to-one tutoring sessions at which they are helped to assess their own progress.

The teaching day is split between numeracy-based then literacy-based sessions in the morning, and expressive arts in the afternoon.

She argues that it is a more efficient way of learning than the traditional stopping and starting of different subject lessons.

It will be interesting to see the results of this 'alternative curriculum'. However, it is worth noting that a number of the schools involved already have exam results above the national average, and do not necessarily need a radical initiative to drive up standards. This should allow the new curriculum a fair chance to take effect without pressure to revert back.

The SSEHV Programme could also help contribute to the pilot curriculum, particularly in the areas of 'Citizenship' and 'Relating to People'.

*Full story on BBC Education Online.*

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## Training Update & Feedback

The intensive training course over the Christmas and New Year break (27/12/01-02/01/02) went smoothly and was very successful. Around eighteen people attended, two of whom had made special trips from abroad just to attend the course – one from South Africa and one from Denmark.

Participants came from a variety of different backgrounds and cultures and it was remarked that the group and atmosphere was the ‘best ever’ for an ‘intensive’ course.

Several of the participants’ submitted testimonials, a few of which are given below:

*“I have thoroughly enjoyed every’ aspect of the Human Values Training Course. The course has been very demanding and hard work. I have appreciated and benefited greatly from all the learning exercises, the lectures, the group work and the spiritual exercises.*

*The course content has been very refreshing, stimulating and inspiring. It is something that is very relevant for the needs in today's society. This is something that has been made readily accessible for anyone to use and for whom all will benefit greatly from, with both short and long-term lasting results. Any honest and open person who attends this course cannot fail to be changed and utterly amazed. All I can say is that I am hooked, and I can't wait until I am using this material in the community where I work.*

*It has been a real privilege to meet and work alongside the members of the group. I have learnt so much from other people's experiences and all the individual contributions. I have been deeply touched and moved by the other members in the group with their compassion for humanity and their desire to make the world a better place by their own spiritual disciplines and practical application.*

*It has been a wonderful witness to experience and be part of such a mixed and diverse group of people from different walks of life and with different faiths, all working together in a spirit of love and unity for a shared common purpose. Transforming and liberating are the only words that can describe it! Thanks be to God.*

*Never before in such a short period have I learnt so much that is of such great importance, I am so grateful for those who willingly and voluntarily give of themselves to provide this excellent training opportunity for people like myself. Once again I find myself having to re arrange my focus, and re evaluate my own set of values. This course has helped me to come to a deeper understanding of what it means to be truly human and helped me in my own beliefs and in the practice of being a true Christian*

### **Captain Thomas Hughes Church Army, Youth and Community Worker**

*“Being an aspiring SSEHV teacher, my attendance at the one-week intensive course has given me the confidence and resources to be an exemplary SSEHV teacher. The structure of the course is excellent in that it focuses on the core aspects of an individual's development, thus enabling the SSEHV teacher to be an example to his/her students. I thoroughly enjoyed the course as it involved much personal awareness and personal development. The course material sufficiently enlightens the student on the components of the SSEHV programme and how to go about teaching it.” M.M Durban, South Africa*

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*“When I came to do the Sathya Sai EHV programme, I came with a rather complacent attitude towards it. I took it mainly as a programme for children's development, not mine! So doing the course was a tough lesson in humility. My being a teacher and having studied Sanskrit and Indian music had made me think that I would have little to learn.*

*Doing the course has been an eye-opener for me in the sense that we can never be complacent about human values and putting them into practice consistently, no matter what our previous knowledge is.*

*I would recommend that anyone who is serious about our children's and our own development should definitely do the intensive, challenging, but rewarding, illuminating and liberating train course.” V.S. South Harrow, Middx*

*“I thoroughly enjoyed the SSEHV programme and found the blend of information presented and group activities to be in perfect balance to impart intellectual understanding of the material, but more importantly, experiential knowing.*

*I felt each module was very clearly presented and delivered with much enthusiasm and knowledge on the content. The inclusion of personal experiences from the facilitators and sharing stories from fellow colleagues and friends added much warmth and value to the programme.*

*I am very excited to embrace these values deeper, not only in my life, but to share them with all whom I am blessed to have the opportunity. They are a truly transformational tool and the impact that will be created by living these values and the joy and peace is limitless.*

*I am honoured and grateful to have attended this programme.” V.H London*

*“The course gave me a great sense of knowing my qualities that I hadn't recognised I had before. The contents of the course and material was precise and very carefully thought out. The programme was easy to understand and the concept of the mind and being in the now, was taught very well. The whole learning experience created a safe space to be in and there was a high quality of teaching skills being shown and learnt.*

*The whole experience was intensive, yet profound in the self-awareness exercises, I enjoyed the singing a great deal. Also as a group, people just all came together, sharing so much love*

*My overall view is that SSEHV has a high standard to adhere to, but yet there is a whole network that has been set up where there is support on many levels. If a student needs help, the Co-ordinators are there to address what is needed.*

*I feel my work will be helping children and adults to open up to new ideas, especially in the Chinese community. I think I will start by taking it to the Taoist Temple and starting a children's group. I would also like to help the parents to develop the understanding of the values.*

*I think I can integrate what I have learnt into the Centre to start a values club for children, talking to friends and people I meet and expanding or networking. I could also get groups together to speak about the values so that they may become interested in doing the course.*

**A.M.T Greenford, Middx (from the Chinese community)**

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## LESSON PLAN EXERCISES

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

### CONSIDERATION

#### RELATED VALUES:

*LOVE*: Care, Compassion, Consideration, Empathy, Friendship, Generosity, Gentleness, Interdependence, Kindness, Patience, Reverence, Sacrifice, Service, Sharing, Sympathy, Thoughtfulness, Tolerance, Trust, Unselfishness.

*TRUTH*: Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Purity, Self-awareness, Sincerity, Truthfulness and Unity of Thought Word and Deed.

*RIGHT CONDUCT*: Social Skills: Good behaviour, Helpfulness, Politeness Relationships. Ethical skills: Code of conduct, Courage, Dependability, Determination, Duty, Respect for all, Responsibility.

*PEACE*: Attention, Equality, Faithfulness, Focus, Gratitude, Happiness, Harmony, Humility, Patience, Reflection, Self-control, Self-discipline, Surrender, Understanding, Virtue, Inner Silence.

*NON-VIOLENCE*: Psychological: Benevolence, Compassion, Concern for others, Consideration, Co-operation, Forbearance, Forgiveness, Loyalty, Morality. Social: Brotherhood/Sisterhood, Citizenship, Harmlessness, Equality, Social justice, Universal love.

#### Background to Theme (by Zita Starkie, Primary School Teacher)

CONSIDERATION means being thoughtful regarding the rights and feelings of others. It is a value that helps to foster, cement and repair relationships. It is easy for us to focus on our own needs and desires to the exclusion of others. If we did not live in a social community this would not matter, but most of us are constantly interacting with others. Even if we do not interact much, we are connected in some way to family members, carers and others. We often consider relationships to be burdensome and believe that without some of them our lives would somehow be easier and more fulfilling. Sometimes we resent relationships because they imply accountability and/or "sacrifice" of our time. We create game plans in our minds, which outline our desires and ambitions and give details as to how these are to be achieved. We believe that if our targets are met we will be happy. When we have to give time to others, or review our actions in the light of our relationships we can feel frustrated. This can lead to feelings of anger, sorrow and resentment. To avoid this, it is helpful to view relationships as valuable tools. Relationships can act like sandpaper because they can sand down our sharp edges. If we believe that nothing happens by accident and that everything is a gift of grace from our "Higher" or "God" self then CONSIDERATION of others becomes a valuable tool for our self/ spiritual growth.

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It moves us a little nearer to the experience of oneness. The more we let go of egocentric, or selfish, behaviour the more we are able to experience ourselves as beings of love. CONSIDERATION for others then becomes a tool for our own happiness.

Being CONSIDERATE to the needs and feelings of others means that we must be prepared to say or do things that may not necessarily please them or cause them to be happy in the short term. With children, especially, it is vital that firm boundaries are drawn. Children need to clearly know what expectations we have of them in terms of behaviour. Investing in our community by teaching children values is important, but if those values are not upheld through positive reinforcement we are squandering much of our investment. We are also being inconsiderate through our passiveness not only to the victims, but also to the children, who ignore the values. If we are afraid to correct children, when we see behaviour that we disapprove of, we are partially to blame for any of the adverse consequences of such behaviour. We may act like this for a number of reasons: can't be bothered, want a quiet life, fear being disliked and so forth. It is vital, however, if we really want children to act with CONSIDERATION that we should not only make our views quite clear to them but also support others who are trying to do a similar thing. As teachers we need, therefore, to show CONSIDERATION to our colleagues at work and other carers by being careful not to undermine their authority in front of children even when we do not personally agree with their method or their motivation for challenging a child's behaviour.

## QUOTES

*When you see the world as part of yourself, you will take care of it.*

*When you see yourself as part of the world you will be taken care of.*

*Whatever you do unto another you do unto me (Jesus).*

*Help ever, hurt never (Sai Baba).*

*Kindness is the golden chain by which society is bound together.*

*Do unto others, as you would have others do unto you (All religions).*

*Life is not so much what we make of it, but what we make of it for each other (Helen Keller).*

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## POEM

The following poem is for junior and lower secondary levels to stimulate thought, discussion and class work related to the value of CONSIDERATION.

### **Consideration, by Zita Starkie**

I think I'll clean my room today,  
Instead of going out to play.  
I'll wipe the jam from off my wall  
And move my shoes out of the hall.

I won't leave them in the way  
Like I did the other day  
'Cos they made my sister trip  
And then she went and bit her lip.

I'm being more considerate,  
I want you to feel good.  
I'm being more considerate  
I'm doing what I should.

I'll move my marbles from the stairs,  
'Cos they give my Mum nightmares  
Of flying through the air to land  
Upon the coat and broly stand.

I'll take my coat to hang down there  
'Cos it's not really very fair  
To leave it for my Mum to find  
And hope that she won't really mind.

I'm being more considerate  
I want you to feel good.  
I'm being more considerate  
I'm doing what I should.

Dad says Mum never has a break  
I think I'll do it for her sake.  
She's looking tired and needs a rest  
So I'll behave my very best.

Won't make noise when Nan is ill,  
Pretending I'm a big road drill.  
I'll let my sister watch TV.  
I'll let her sit on Grandpa's knee.

I'm being more considerate  
I want you to feel good.  
I'm being more considerate  
I'm doing what I should.

Won't moan when Auntie Mo comes  
round  
Won't tug Mum's arm or thump the  
ground.  
I know she needs some time, you see,  
She can't spend all her time with me.

And as for Dad I'll do my best  
So he can sit and have a rest.  
Won't chase the dog around the room  
Or scare my sister with a broom.

I'm being more considerate,  
I want you to feel good.  
I'm being more considerate  
I'm doing what I should.



POEM

**Food's ready my Love** by *Zita Starkie*, is for Secondary level.

"Food's ready my love."

"I'm going out!"

"But you said you were hungry."

"You don't have to shout!"

"When are you back?"

"What's it to you!

Depends what my friends say.

I'll do what I do."

"I've spent hours cooking."

"Oh give me a break!

What's it to me.

It is your mistake."

"Where are you going!"

"Oh, leave me alone!

You're nagging again.

Do nothing but moan."

"Will you be warm enough?"

"Come on, just chill!

You think I'll be cold.

I know that I will!"

"Can you come in quietly?"

"Oh! Dad's feeling ill.

He's always got something

Just give him a pill."

"You're never round."

"Those violins are playing!

Not going to feel guilty

'Cos you want me to stay in."

"Just want to talk to you."

"Oh, what a thrill!

One night with the family

Will make me feel ill."

"Don't look, I'm not crying."

"No! I'm going out.

Going to a party

I can't hang about."

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## CURRICULUM SUGGESTIONS

*WHOLE SCHOOL:* A day could be set aside as **CONSIDERATION DAY**. The school could prepare for the day by inviting suggestions from pupils and staff how the day could be marked. A suggestion box could be placed in a prominent place. Children could be inspired by a brief assembly and/or talk from their form teacher. Often young children are not only unaware of the need to consider others, but they also do not know how to show CONSIDERATION. As with other values, children need to be taught these things. The value of CONSIDERATION covers many areas. Pupils can be taught the importance of CONSIDERATION in relationships, not only towards family and friends, but also towards strangers. CONSIDERATION to other pupils and to the staff at school could be a subject for greater focus.

It would be a good opportunity to help pupils to become aware of not only the code of conduct that is tacitly expected from them, but also of the rationale behind it. It may be helpful to schools to display a list setting out the boundaries of behaviour for their pupils. One school where I teach values, has what it calls a list of “golden rules.” I was particularly impressed by the way a class teacher had not only placed the schools “golden rules” in a prominent place, but had obviously gone to great pains to familiarise his students with them. I was also impressed with the way the school had used the term “golden” because of its positive connotations. Pupils could be asked to reflect upon many aspects involving the value of CONSIDERATION. Suitable topics could include considering the feelings of their peers. Pupils could, for example, look at aspects of personal behaviour: telling tales, saying unkind things, teasing, interrupting, pulling faces, ignoring, victimising and bullying in general. They could also be asked to look at pupil/teacher relationships and to suggest how these could be improved. They could be encouraged to be more considerate of the feelings of teachers by concentrating, observing silence when asked, showing respect and presenting neat and easily legible work. The need for sensitivity as regards religion, race, gender, age and disability can also be stressed. Consideration for the immediate environment (not littering, not wasting paper and other materials and resources so that the economic needs of the school as well as larger environmental needs are recognised) and to the planet as a whole, would be another area that teachers could focus on.

### *ENGLISH:*

At *junior level* SSEHV material from the books and CDs can be used as a basis for discussion, activities and work:

- Lessons can be based on the following sections: Book 1, Lesson 1.9 “Consideration for others” and Lesson 1.22 “Consideration for wild life” and Book 2, Lessons 2.22 “Care of the environment”, 2.23 “Human rights”, 2.24 “Kindness and concern for all” and 2.26 “Living without waste”.
- The songs “Consideration” (track 10) and “Our feeling World” (track 27) can be found on CD1. The following can be used from CD 2: “Give, give, give” (track 9); “Kindness is treasure” (track 10); “St Francis’ Prayer” (Track 18); “I respect the things you say” (track 20); and “I had a dream” (track 23).
- The first of the two above poems, “Consideration”, can be used in the same way.

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- The board games, (*by Dipak Fakey available through EHV Promotions Ltd.*). As mentioned in the previous newsletter, these excellent games are an important school resource. They provide endless entertainment, as well as encouraging children to make informed decisions based on values.
- Another way to encourage pupils to reflect upon the theme would be to ask them to talk about what they think CONSIDERATION means and to suggest how it can be demonstrated in practical terms. The children's contributions could be presented as part of a school and/or classroom display that illustrates the value, along with stories, poems and work from other areas of the curriculum.

*At lower secondary level:*

- SSEHV Book 3 can be used as basis for stimulus and discussion. In particular lesson 3.3 "Friendship"; 3.6 "Care for the community"; 3.8 "Tolerance"; 3.9 "Racial harmony"; 3.16 "Waste minimisation/protecting the environment"; 3.25 "Respect".
- The second poem in this newsletter, "Food's Ready, my Love", can also be used as a basis for discussion and a stimulus for writing.
- A play could be written either as a joint class project or by individuals, to be presented in assembly on CONSIDERATION day. Two contrasting families could be portrayed: one that shows little consideration for each other and for visitors and another who behaves in a considerate manner.

*At GCSE level :*

- pupils could be asked to give a talk about CONSIDERATION or the lack of it. A debate could be arranged. Topics could include, "Pupils at this school lack consideration", "Parents no longer receive consideration from their children" and "Teachers do not consider their pupils feelings".
- Letters could be written to a newspaper editor complaining that young people have received bad publicity because of the inconsiderate behaviour of a few. Pupils could also write a talk for a radio station along the same lines.
- Essays could be written related to the theme, allowing pupils to reflect upon the effects of being inconsiderate to others. Suitable titles could include: "The day I hurt my best friend", "I really must be more considerate", or they could write an essay that ends with, "I now wish that I had considered his/her feelings."
- Letter writing practice could involve writing to bodies that are concerned with fair trade and food co-operatives. This information could be passed onto the geography department. (Please refer to the section on Geography.)

A number of GCSE set texts can be used to explore the value of CONSIDERATION:

- In "**Silas Marner**", by George Eliot, pupils could look at how Eppie and Silas consider each other's feelings before making decisions that effect their lives. This could be contrasted to Godfrey's behaviour.
- In "**To Kill a Mocking Bird**", by Harper Lee, pupils could examine how Atticus' championing of racial equality made him appear as inconsiderate, in the eyes of his own children.
- In "**Mice and Men**", by John Steinbeck, most of the characters demonstrate great lack of consideration. Pupils could be asked to write about this and to examine how the character George acts as an exception to the rule.

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- The book, “**My Mother Said I Never Should**”, by Charlotte Keatley, can be used to explore the value of CONSIDERATION and how far the lack of it can be seen reflected in the following areas: generation gaps, feminism, single parenthood, and class differences.
- In “**View from the Bridge**” by Arthur Miller, pupils could look at the way in which Beatrice tries to persuade Eddie to be more considerate of Catherine’s feelings.
- Pupils can examine how far inconsiderate behaviour, on the part of the suspects, led to the suicide that is central to J.B.Priestley’s novel, “**An Inspector Calls**”.
- Similarly the tragic outcome in “**Blood Brothers**” can be linked to the inconsiderate behaviour of its lead characters.

Plays by **Shakespeare** can also be used to explore the value of CONSIDERATION.:

- Pupils can look at Portia’s treatment of her father in “**The Merchant of Venice**” and
- Prospero’s treatment of his child in “**The Tempest**”. They could also be asked to examine how far Macbeth is motivated to abandon his strict, ethical code of conduct because of his wife’s claim that he was not being considerate towards her.

Many political poems connected with the marginalisation of groups, can be used in relation to this theme, both at **GCSE level and A/S level**. Suitable poems could include:

- Maya Angelou’s “**Woman’s Work**” dealing with exploitation of an Afro-Caribbean woman;
- Cecil Rajendra’s poem, “**Glass**”, about the last minute cancellation of the Pope’s visit to poor families living in squalid conditions and “**Hello**”, concerning inconsiderate treatment of the old.

The war poems:

- “**Dolce et Decorum est**” by Wilfred Owen and
- “**The charge of the Light Brigade**”, by Alfred Lord Tennyson, can be used to show the lack of consideration given to human life itself.

At **A/S level** pupils could be asked to prepare a debate for presentation to the school.

A suitable title would be, “Lack of consideration to others is a product of the Ego”, “Consideration for Others is not practised by the Youth of today” and “To consider others is to consider oneself”. The quotes at the beginning of this newsletter could also be used. Essays, poems and plays could also be based on the same titles.

In the **A/S literature course** Shakespeare’s plays can be used to stimulate thought on the theme of CONSIDERATION:

- The inconsiderate attitude of Iago towards Othello, in the play “**Othello**” and the behaviour of Prince Hal to Falstaff, in “**Henry 1V**” both serve to illustrate this value.
- Pupils studying “**King Lear**”, for example, could look at Act 4, scene 7, 1-30. They could examine how far Cordelia is considerate to her father and how this extract is important to the play as a whole. They could also link it to one of the main themes of the play, that of the conflict between cruelty and suffering and loyalty and sacrifice.

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- In “**Troilus and Cressida**” pupils could use Act 1, Scene1, lines 1-68 to illustrate how far Pandarus acts without CONSIDERATION for the feelings of Troilus and again they could put this scene into the context of the whole play and relate it to the main themes.

“**The Merchant of Venice**” can be studied in relation to the theme of CONSIDERATION by examining Portia’s behaviour towards her father and contrasting it with that of Antonio’s towards his friend Bassanio.

The consequences of lack of consideration can be explored in Jane’sAusten’s novel, “**Pride and Prejudice**”, through the study of the character of Collins.

A similar approach can be used with the novel, “**She Stoops to Conquer**” by Oliver Goldsmith. Pupils could focus on Marlow’s change of behaviour; in particular how he wins the audience’s sympathy by becoming more considerate in his behaviour. They could look at the process that leads him to the conclusion that love is superior to seduction than and also in terms of how he begins to consider his father’s feelings by consulting him about his intentions to marry.

For pupils studying “**Wuthering Heights**”, by Emile Bronte, teachers could ask them to look at the character of Heathcliffe and to investigate how far Heathcliffe was knowingly inconsiderate of others’ feelings and how far he was merely a victim of his own pain. Critical analysis of many plays can also be used in relation to the theme of CONSIDERATION.

The play “**Candida**”, by George Bernard Shaw, can for example, be used to consider how the personality and attitudes of characters is revealed in a particular passage through irony, humour, tone and the purposes and effects of stage directions. For example the passage that begins with Morell saying, “The foolish boy can speak “ and ends with Candida asserting “When I am thirty, she will be forty five”. Pupils can also be asked to comment on the remark, “Unlike Marchbanks, Morell has no insight into how he is making people feel or about what people mean”.

#### *DRAMA*

At junior level children could be asked to improvise some sketches based on CONSIDERATION. These could range from consideration of friends, family, teachers, strangers, pets or the environment.

At secondary level a similar approach can be used. The sketches could then be refined and presented to the rest of the school on CONSIDERATION day.

At GCSE and A/S level A View from a Bridge by Arthur Miller, Candida, by George Bernard Shaw and other plays mentioned above could be used to stimulate thought concerning the value of CONSIDERATION.

#### *RELIGIOUS EDUCATION*

At junior level children can be asked to listen to stories, draw pictures and to talk about their experiences concerning the theme of CONSIDERATION. SSEHV Books 1 and 2 (see above section on English) and the above poem, “Consideration”, can also be used as stimulus.

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The story of “The Good Samaritan” could be used to illustrate how people can suffer as a result of inconsiderate behaviour.

At secondary level activities can be based on material from Book 3, (see English section above) and on the second poem, “Food’s Ready, my Love”. At secondary level pupils could discuss some of the quotations that can be found at the beginning of this newsletter, such as “Do unto others as you would have others do unto you.” This could act as a stimulus for written work.

At GCSE level pupils could consider the importance of religious tolerance. They could be asked to suggest ways by which tolerance and respect for other religious beliefs can be promoted through the school and in their local community. These ideas could be displayed on a “mind map” (flow diagram) in a prominent place in the school.

GCSE and A/S students could work together on a project to create a multi-faith display for the school. Each student could research and write up about a different faith. Pupils from lower years could be asked to provide pictures that illustrate the various religions. The whole exhibition could be set up in a prominent place on CONSIDERATION DAY. Individual pupils could also be asked to prepare a talk on different faiths. Material for visual aids could be supplied by the younger years. By involving all the years in the project individual years would be encouraged to consider each other as a part of the school family rather than as separate units. It could bring pupils in contact with each other in a very positive way and hopefully work towards breaking down the barriers that can often develop between pupils from different years.

### *PSHE*

Pupils could discuss the importance of “CONSIDERATION” as a means of fostering more harmonious relationships. (See also newsletter 4 “Good Manners” and newsletter 6 “Gratitude”) The above poem, “Food’s Ready, my Love”, and “I wasn’t Grateful”, from newsletter 6, can also be used. Teachers can also refer to the English, Drama and Religion sections in this newsletter. Quotes, from the beginning of the newsletter, such as “Kindness is the golden chain by which society is bound together”, can be used as a basis for discussion and work. Pupils could be asked to suggest ways in which relationships between their peers and with their teachers could be improved through more CONSIDERATE behaviour. These ideas could be displayed on a “mind map” (flow diagram) and displayed in a prominent place. Suggestions could be invited from the school as a whole. A box could be placed in the entrance hall and the contents later processed during PSHE lessons.

### *MATHS*

At junior level pupils could be given a small sticker whenever the teacher feels that they have been extra CONSIDERATE. These stickers could be placed on a line or bar graph and displayed in prominent place. At the end of the term the graph can be analysed and the pupils rewarded accordingly.

At upper and lower secondary levels pupils can be asked to devise surveys concerning CONSIDERATION. The findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place in the school on HONESTY DAY or for longer.

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...cont.

A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter and pie diagrams. The surveys could be conducted in the form of questionnaires. Pupils could be asked to tick the relevant box (boxes) and write comments in appropriate places.

Suitable questions could include

- “Are you usually considerate” *Yes, no, some times, never.*
- “Do you think that it is OK to act in an inconsiderate manner?” *Yes, No, sometimes, not sure;*
- “How do you feel when you have not been considerate in any way?” *Disappointed with your self, OK, Not sure.*
- “Why do you think that people are inconsiderate?” *Only think of themselves, don't care about anything outside of themselves, have not been shown how to be considerate other reasons.*

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

### *GEOGRAPHY*

At junior level teachers could help pupils to investigate how we can show consideration for our immediate and larger environment. Pupils could be involved in creating areas for wildlife, such as wild flowers, nettle patches and ponds in the school grounds. Pupils can also be encouraged to think of ways in which they could be considerate toward their environment, when on field trips. They could, for example, be discouraged from picking wild flowers or trampling across hay fields.

At secondary level pupils could be asked to find out about fair trade and food co-operatives.

At GCSE and A/S levels pupils could look at the impact of humans on the environment, (such as logging, mining and industrial production) and explore ways of reversing or preventing damage on a local, national and international scale. They could also look into alternative ways of producing electricity and consider how far they are really not pollutive. For example, noise and visual pollution of windmills.

### *HISTORY*

At junior and lower secondary level pupils could be taught about incidences or periods in history where consideration has been shown to individuals or groups in society. These could include monarchs or politicians that have upheld or promoted certain fundamental human rights such as Ghandi.

At GCSE and A/S level pupils could look at periods in history when Human Rights have either been ignored or fought for.

Examples of this could include religious intolerance (such as the Christian Crusades, the Spanish Inquisition and Muslim and other extremism), racial prejudice and ethnic cleansing (such as the American Civil War, Hitler, Nigerian/Biafran War and the Bosnia/Croatia conflict) and The Women's Rights Movement.

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### *ART*

At junior and lower secondary level classroom management could involve reminding pupils to be more CONSIDERATE in class. Pupils could be asked how they think they could be more considerate during art lessons. They could then be asked to suggest why such things as being careful not to splash paint or damage other children's work, sharing and clearing up after them selves, are important. On a practical level they could be asked to create something for a disabled person. For example they could make a picture that could be appreciated by a blind person using various textures and even scents.

At secondary level pupils could be asked to consider the possible audience for their work and the manner in which it is best displayed.

At GCSE and A/S level pupils could be asked think about areas in which they need to consider fundamentals that impact upon their work. They could, for example, focus on Anatomy as a basis when considering how they are to "make figure articulate and clear." (Kimon Nicolaidis) They could refer to the classical Greek sculptors, Renaissance artists, such as Michelangelo and Leonardo da Vinci, and even comic strips where ovoid forms are used. When constructing a landscape drawing using tone form and space, for example, they may wish to look for one that has been influenced by human activity.

### *DESIGN TECHNOLOGY*

Pupils could be asked to suggest, design and make articles that relate to the theme of CONSIDERATION. These articles could be ones that are in some way helpful to people, animals, birds plants or the environment as a whole. They could, for example, make a ramp for wheelchairs to use, design a classroom with disabled pupils in mind, build a bird bath or bird table, make a wind shield or cloche for plants or construct something that uses solar energy. (For more ideas please refer to Newsletter one on the theme of Peace.)

### *BIOLOGY*

In classroom management terms pupils could not only be reminded of the importance of keeping the lab as clean and tidy as possible, but also the rational behind this could be explained to them. Pupils could also be encouraged to consider each other when using equipment and materials.

At junior level children could investigate consideration amongst flora and fauna. They could investigate which animals and plants do not destroy habitats.

This could also be studied in more detail at secondary level. Projects could be displayed on CONSIDERATION DAY.

At GCSE level pupils could focus on subjects of concern, needing consideration by humans towards the environment. Suitable examples could be to look at eutrophication in terms of farmers using too much fertiliser and also the effect of pesticides on algae.

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### *CHEMISTRY*

At junior level children could give suggestions as to how they can be more considerate during Biology lessons. This could involve general points as mentioned earlier in the newsletter letter and also more specific considerations. These could include being considerate when sharing the microscope, cleaning up after an experiment so that the teacher does not have to do anything, giving other children a chance to look what the teacher is doing and not wasting things. They could be asked to do a project concerning how the brain acts as an organ that has to consider the needs of all the body parts before making any decision to act.

They could also look at animals, birds, fish and water mammals and how they work in a considerate manner within their families or other social groups. For example how birds will feed their young without resting when they are in the nest.

At lower secondary level stress could be placed on consideration for the body through looking at safety issues. Pupils could be asked to devise a chart for display on CONSIDERATION DAY. This chart could, for example, alert students to the potential dangers of chemicals.

At GCSE level students could investigate the impact of disposing of chemical waste in an irresponsible manner. They could also relate this to their immediate environment by making suggestions as to how their school could be disposing of their lab waste in a responsible manner and ecologically sound manner.

Pupils could also investigate the nature of pollution from blast furnaces.

At A/AS level pupils could investigate the chemical nature of cocktails that have been created through pollution and explain how they impact upon the environment in terms of acidity and ozone destruction.

They could also investigate the merits of copper and selenium in terms of photosensitivity and compare them to silicon as part of project to look at solar energy as an environmentally CONSIDERATE form of energy.

### *PHYSICS*

Classroom management could be stressed along lines that are mentioned above.

At junior level children could be asked to carry out their investigations in a more considerate manner. For example, they could be encouraged to consider the opinion of their peers when doing investigations, instead of always wanting to be in control.

At lower secondary level they could investigate ways in which the manner that energy is produced reflects consideration to the environment. They could investigate the work of the Italian physicist Enrico Fermi in his quest to discover a non-pollutive source of energy through the splitting of atoms. They could look at the implications of his work in terms of nuclear leaks and contrast it with solar, wind, water and other forms of “clean” alternative energy. Working in conjunction with design technology pupils they could devise and design an energy saving system for the school involving solar panels.

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### *MUSIC*

Pupils could be asked to think of ways that involve CONSIDERATION in music activities as a whole. These could be displayed in a prominent place. Ideas might include considering others when playing in an ensemble or singing as a choir so as not to drown them. They could dwell on the importance of trying to get their instruments or voices to blend in. They could consider the audience by thinking about the responsibility of a musician/singer to deliver from a place of focus. A jazz session could be set up so that pupils have the experience of taking turns to solo and to listen to solos within the framework of set pieces that involve the whole band.

Pupils could also be reminded to be CONSIDERATE towards instruments and other equipment related to their musical activities; taking care not to knock, drop or damage them in other ways. They could be encouraged to keep their instruments clean and to respect school property, whether it is an instrument or sheet music.

### *LANGUAGES;*

At junior and lower secondary level pupils could be asked to make a flow diagram chart listing acts of CONSIDERATION, in the language being studied.

At GCSE and A/S levels pupils could be asked to write and produce a play on this subject. This could be performed on consideration day.

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