
Sathya Sai Education in Human Values, UK

Newsletter January 2003

Welcome to the January 2003 issue.

CONTENTS

	<i>Page</i>
<i>News & Articles of Interest:</i>	
<i>British Institute of Sathya Sai Education launched</i>	2
<i>Minister condemns violent video games & TV shows</i>	3
<i>Disruptive pupils undermine teachers</i>	4
<i>Lesson Plans:</i>	
<i>Introduction & Theme: Kindness</i>	5
<i>Poem: Kindness</i>	7
<i>Poem: Your eyes say it all</i>	8
<i>Curriculum Suggestions</i>	9

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Charity No.: 1074665.

Registered Address: The Glen, Cuckoo Hill, Pinner, Middlesex HA5 2BE, United Kingdom

Tel: +44 (0)20 8429 2677

Fax: +44 (0)20 9866 3914

Email: sathyasaiehv@dial.pipex.com

Website: www.sathyasaiehv.org.uk

NEWS STORIES / ARTICLES OF INTEREST

British Institute of Sathya Sai Education launched

A British Institute of Sathya Sai Education (BISSE) was constituted on 14th January 2003.

The Institute has been created to provide a focal point for delivery of human values based educational and self-development programmes, and through nationally recognised and accredited training, prepare adults to teach human values to children.

Director of the Institute, Carole Alderman, announcing the launch said, "BISSE exists to inspire both adults and children to live moral and ethical lives and become constructive members of society, actively involved in the promotion of these values."

Key concepts underlying intended BISSE educational programmes are:

- Education should prepare students to be fit for life, not just to earn a living
- Not to *impose* rules of conduct on children and the young, but rather, to provide a secure base, through teaching of the Human Values, from which they may arrive at their own informed decisions
- The first rule for parents and teachers is to be good role models.

All BISSE activities revolve around human values. The Institute does not place prominence on any particular religion, and aims to interact, work and cooperate with people of all cultures and all faiths or no faith at all. Any reference to spiritual development within the work of BISSE is that concerning the "human spirit" i.e. human values, which are non-denominational and non-religious.

The primary aims of BISSE are:

- To be a nationally recognised and accredited training centre for trainers and teachers in the UK, and to train teachers in the SSEHV initiative.
- To study and develop techniques for teaching children, methodology, course content, lesson plans, etc.
- To conduct research on the effect of Sathya Sai Education on children, teachers and parents, and publish findings for the benefit of the educational and wider community.
- To help and encourage the establishment of Sathya Sai Schools.
- To contact and introduce the concept of Sathya Sai Education to Academics, the Department of Education and Skills, and other approved local or national authorities.
- To liaise with other Institutes of Sathya Sai Education around the world, to improve and develop the Sathya Sai Education in Human Values Programme for the benefit and upliftment of society.

The work of the British Institute of Sathya Sai Education will be supported and sponsored by the Sathya Sai Education in Human Values Trust UK, a registered charity.

Government Minister condemns violent video games and TV Shows

The rising tide of violence in video games, movies and television shows aimed at teenagers has been condemned by Culture Minister, Kim Howells.

In an interview with The Independent newspaper, he called for a halt to “blood spattered” entertainment.

Violence on video games has shocked many parents. In the best-selling ‘Grand Theft Auto’ series, players can club prostitutes to death, blow up police cars, start prison riots and fire sub-machineguns at drug dealers.

Concern at savage imagery has become so great that a classification system for games, like that for films, is being introduced this year.

In the interview, Mr Howells, a father of teenage sons, said: "I don't think a child is going to be a killer or more violent as a consequence of playing those games, that is not what I'm saying. But it's the acceptance of that heartlessness that is at the centre of all those kind of games, the kind of joy of shooting innocent bystanders or running them over in the car."

He called on the games manufacturers and film directors to face up to their responsibility to society.

"I look at some of the video games my kids play, I look at some of the movies they and their friends think are wonderful and I see no humanity there at all, nothing that tries to highlight, and underpin, the finer virtues that are in people and in society," he said.

[Read full report in The Independent](#)

Sathya Sai EHV has long recognised the huge negative impact such video games and TV films have on the minds of impressionable children. It is encouraging that a government minister takes a similar view and hoped some action will be taken to curb the increasing extremism in these games and on TV.

Disruptive pupils undermine teachers

A survey of teachers suggests that a third expect to leave the profession within five years - with disruptive pupils one of the biggest reasons for quitting according to a report on BBC Education News Online.

In the report, a south London teacher who is also an official of the National Association of Schoolmasters Union of Women Teachers, says "There is an increasing lack of respect for authority, with more defiance, more confrontations, teachers having to ask and re-ask before pupils co-operate. It's the constant day-to-day bad behaviour that really grinds teachers down."

She said that the problem, in her experience, was getting worse.

"Pupils expect to be given respect, but they don't want to give it back in return.

"There are complaints from teachers who find themselves being sworn at - and who find that very little is being done about it. Pupils also reflect a more self-centred way of life, with young people less used to sharing or working together. They have the idea that the right of the individual over-rides the rights of the majority."

While violence in the classroom can grab the headlines, it is the daily, low-level grind of aggressive and selfish behaviour that is sapping morale.

Read Full Story on [BBC Education News](#)

In schools which have used the Sathya Sai EHV Programme, it has been found that pupils' behaviour improves tremendously. By concentrating primarily on passing pupils through the exam system, today's curriculum fails to address the need for children to understand the human values which underpin a civilised society. It is this imbalance which has led to the many behavioural problems we see. Values based educational Programmes such as SSEHV, which compliment the existing curriculum requirements, fill this gap in teaching, by helping children to understand the difference between right and wrong. This leads to respect for teachers, making teaching more satisfying to those in the profession.

Lesson Plan Exercises

Introduction & Theme

This month's lesson plans are based around the theme of KINDNESS.

RELATED VALUES

LOVE:

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

TRUTH:

Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Optimism, Purity, Self-analysis, Self-awareness, Sincerity, Trusting, Truthfulness, Unity of thought, words and deed.

RIGHT CONDUCT:

Self-help Skills: Care of possessions, Diet, Hygiene and Posture.

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

Ethical Skills: Code of Conduct, Courage, Dependability and Respect for all.

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

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for Others, Consideration, Co-operation Forbearance, Forgiveness and Loyalty.

Social: Appreciation of other cultures and religions, Brotherhood/ sisterhood, Environmental Care, Citizenship, Equality, Harmlessness, respect for property, Social Justice, Universal Love.

Background to theme

According to the Webster's Dictionary, to be KIND means to be affectionate, loving sympathetic and having a forbearing nature. The synonyms associated with the noun KINDNESS are:

- (1) Benevolence: charity, magnanimity, compassion, generosity, hospitality, humanity, loving-kindness, courtesy, friendliness, good will, goodness, grace, indulgence, tolerance, understanding and gentleness.
- (2) Favour: good turn, assistance, help, and service.

Children love to take part in any activities involving acts of KINDNESS. The popularity of Children in Need has grown steadily over the years with school raising larger and larger amounts. Children who underachieve academically often come to the fore in fund raising campaigns. It gives them an opportunity to do something of which they can feel proud.

It also provides an opportunity for children to work together, pool ideas, share knowledge and skills and to interact with adults on a less formal basis. Being involved in fund raising activities for a charitable cause or giving time to entertain groups of disabled or disadvantaged people has other valuable benefits. Children can focus outside of themselves to considering other people's suffering and problems. This can help them put their own problems in perspective and/or give them welcome relief from dwelling on them. Deep down within each child, as with adults, there is a deep urge to love and serve which may not have been even recognised by the child or adults around that child. Giving a child an opportunity to contact that often hidden urge, is giving them the opportunity to discover more about themselves and how to find true happiness and satisfaction.

QUOTES

He who has a loving heart, can mend the things that fall apart (*Anon*)

You give little when you give of your possessions.

It is when you give of yourself that you truly give.

It is well to give when asked, but it is better to give unasked, through understanding.

(*Kahil Gibran*)

It is in giving that we receive. It is in pardoning that we are pardoned. (*St Francis*)

Love thy neighbour as thyself (*Jesus*)

Hands that help are holier than lips that pray (*Sathya Sai*)

Help ever hurt never (*Sathya Sai*)

Service to man is the highest form of worship (*Sathya Sai*)

I am the good shepherd who is willing to die for his sheep. (*Jesus*)

POEM

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

Kindness *by Zita Starkie*

How kind of you to hold the door
It's hard when you are old.
You helped me with the shopping bags
You have a heart of gold.
Kindness is a treasure free
It's free to you, it's free to me.
Kindness is a treasure free
It helps us live in harmony.

How kind of you to spend some time
Just sitting here with me.
You make your old gran grin again
You make her laugh with glee.
Kindness is a treasure free
It's free to you, it's free to me.
Kindness is a treasure free
It helps us live in harmony.

How kind of you to feed us birds
To help through winter's chill.
To give us scraps and nuts and seeds
So we can eat our fill.
Kindness is a treasure free
It's free to you, it's free to me
Kindness is a treasure free
It helps us live in harmony.

How kind of you to play a game
And stroke and cuddle me
To give your pet a bed that's warm
Make sure I have my tea.
Kindness is a treasure free
It's free to you, it's free to me
Kindness is a treasure free
It helps us live in harmony.

How kind of you to clean your room
And put all your toys away
And then to sweep the kitchen floor
And dust before you play.
Kindness is a treasure free
It's free to you, it's free to me
Kindness is a treasure free
It helps us live in harmony.

POEM

This poem is for Secondary level.

Your eyes say it all by Zita Starkie

Your eyes say it all
Soft
Caring
Kind
You look outside yourself
Noticing needs and sowing seeds
Of love.

Your eyes say it all
Soft
Caring
Kind
Your heart opens to all
Radiantly radiating sweet smiles
With love.

Your eyes say it all
Soft
Caring
Kind
Always aware of others
Speaking support, and giving generously
Your love.

Your eyes say it all
Soft
Caring
Kind
Your kindness is like fresh water
Washing wounds, quenching thirst
An ocean full of love.

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as KINDNESS 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 KINDNESS.

This could take the form of telling them about the lives of some inspirational people such as Karl Konig, the founder of the Camphill movement for people with learning difficulties, disabilities, mental health problems and special needs. (See Section on History) and Archbishop Romero. A heart with wings could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have displayed exceptional KINDNESS or who have taken part in activities associated with KINDNESS DAY. Suitable activities could include visits to a local home for children or adults with learning difficulties or physical and mental disabilities.

Pupils could entertain the residents in a number of ways including song, dance, drama, gymnastic displays, poetry recital or "street theatre activities". Pupils from different years could be responsible for a particular performance.

Pupils could take part in a "Raise £5 for the Red Cross" activity. A list could be read out in Assembly and a copy put up in a prominent place of the ways in which £5 can make a difference to the quality of life for underprivileged people. The Red Cross has listed the following ways in which £5 can make a difference to people who are suffering in the world:

- (1) It could feed a starving person in Southern Africa for a month.
 - (2) It could provide 18 people with a course of life-saving penicillin
 - (3) It could help care for distressed victims who have lost their homes and their belongings in a fire in the UK
 - (4) It could help to buy a cooking set for a family in Afghanistan who have been affected by earthquakes.
 - (5) It could buy enough purification tablets to give a family of four safe water for two weeks.
 - (6) It could go towards providing plastic sheeting to shelter people exposed to the elements in times of emergency.
 - (7) It could help to buy flour, oil, salt to allow parents in need to bake bread to feed their hungry families
 - (8) It could help to buy a baby resuscitation dummy for the First Aid training in the UK.
 - (9) It could provide someone in East Africa with vital cholera treatment
 - (10) It could help provide tools and seeds so an Afghan family can start to rebuild their lives.
- Each child could raise five pounds by following a ceiling on desires programme. In other words, the pupil could cut back on their expenditure and the money thus saved could be given to the Red Cross or some other charitable institution. Each child could make a list of the ways that he/she could raise the money by cutting back on their spending.

Suitable examples could include:

- (1) Going without sweets for a week
- (2) Not buying a game or CD.
- (3) Drinking water instead of buying expensive canned drinks.

A special campaign could be launched to encourage children to be kind to animals. Speakers could be invited from the RSPCA and other organisations. A talk could be given by older students on the subject to respect animals and pets more. A competition could be run to find the kindest animal lover in each form.

Children without pets could be encouraged to feed wild birds or to become involved in the garden wildlife scheme as outlined in last month's newsletter. Older children could look at ways that they can be more compassionate in their shopping through buying products from companies that have adopted a "cruelty free policy". Companies who have decided to use a fixed cut off date, (FCOT), rather than the five year ruling rule are listed in the Compassionate Shopping guide. The guide, produced by Naturewatch (£1.50) can be obtained from Naturewatch, 122 Bath Road, Cheltenham, Gloucestershire GL537JX Tel: 01242 252871, Fax: 10242 253569, email: info@naturewatch.org web-site- www.naturewatch.org)

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 1.7 "Being loving", 1.8 "Compassion", 1.9 "Consideration", 1.10 "Friendship", 1.11 "Sharing Love", 1.19 "Good relationships", 1.20 "Helping those in trouble", 1.22 "Consideration for wildlife", 1.23 "Friendship with animals", 1.25 "Love of Nature", 1.26 "Universal love"
- Book 2: Lessons 2.6 "Unity in diversity", 2.7 "Caring", 2.8 "Friendship", 2.9 "Generosity", 2.10 "Kindness", 2.11 "Sharing", 2.20 "Fairness and respect", 2.22 "Care of the environment", 2.23 "Human rights", 2.24 "Kindness and Concern for all", 2.25 "Living without Violence."
- On CD 1: The songs "If you wish for Love" (Track 8), "Consideration" (Track 10), "Children of the World" (Track 12), "Come take my Hand" (Track 19) "A little love" (Track 20), "Let's Care" (Track 26), "Our feeling world" (Track 27).
- On CD 2: "Come and Take my Hand" (Track 5), "Happy are they" (Track 11), "I respect the things you say" (Track 20), "I had a dream" (Track 23).
- The first of the above poems, "Kindness", can be used in a similar way.
- Dipak Fakey's Human Values board-games (available from EHV Promotions Ltd) is also a very useful source for activities.
- The following books can be used for children to reflect on the theme: "The wish list" by Eoin Colfe, (a very funny story about helping a lonely man), "Angela Ballerina: a Star" by Catherine Holabird (about visiting an old man who lives alone) and "Fergus to the rescue" by Maddox about a dog rescuing some hens.
- Pupils could talk about the benefits of KINDNESS. 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 KINDNESS. Possible titles could include: "The kind fairy", "The day I was very kind", "My friend was kind to me", "The kind dog /cat (or any chosen animal), and "Being kind is fun". These could also be displayed in class and the best could be read in assembly.

At Lower Secondary level:

- Book 3 (*this book is currently out of print and is being revised so lesson numbers may change*) and Book 4 could be used as a basis for discussion and work. In particular Book 3: Lessons 3.3 Friendship, 3.9 “Racial harmony”, 3.11 “Unity of Faiths”, 3.16 “Waste minimisation/ protecting the environment”, 3.18 “Forgiveness”, 3.23 “giving”, 3.25 “Respect”, 3.26 “Universal Love” and
- Book 4: Lesson 4.7 “Caring”, 4.8 “Loving Service”, 4.9 “Compassion and Sacrifice”, 4.10 “Caring and Patience”, 4.11 “Friendship”, 4.12 “Forgiveness and Gratitude”, 4.22 “Care of the Environment”, 4.24 “Appreciation of other cultures”, 4.25 “Racial Harmony and 4.26 “Social Responsibility”.
- The second poem in this newsletter, “Your eyes say it all”, can also be used as a basis of stimulus and discussion.
- The book “Noughts and Crosses” by Malorie Blackman could be used as a background to discussions based on the issue of racism.
- A play could be written as a joint class project concerning the theme of KINDNESS. Two contrasting families could be portrayed; one that acts kindly and one that does not.
- Essays and poems can be written that are related to the topic. Possible titles could include, “The kindest person I know”, “The kind ruler” and the “The planet of kindness”.
- Projects could also be set on the life and works of Elizabeth Fry, Mother Teresa, Ghandi, Martin Luther King, Nelson Mandela, and Princess Diana.

At GCSE level:

- Pupils could give a talk about KINDNESS or the lack of it. A debate could be arranged. Topics could include: “Unity in Diversity will bring about lasting world peace”, “It’s OK to be different”.
- Pupils could write a biography of a person who has shown exceptional kindness, such as Bishop Romero.

Letter writing practice could involve the theme of KINDNESS. Pupils could write letters to local, national or international charities asking for information about their work and how they, as pupils, can help in this work.

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

- In “To Kill a Mockingbird” by Harper Lee, Atticus shows great KINDNESS when he fights to get justice for his black client.
- In “Mice and Men”, by John Steinbeck, George shows great kindness towards Lennie, by looking after him when Lennie’s aunt dies. The same could be said for Eddie’s treatment of Catherine.
- In “A View from a Bridge” by Arthur Miller and Silas’ KINDNESS towards Eppie in “Silas Marner”.
- Pupils could consider how far these people acted out of genuine compassion and kindness and how far they were driven by their own needs for companionship and love.
- Shakespeare can also be used to explore the theme. In “The Merchant of Venice” Antonio and Shylock exemplify people who do not consider KINDNESS to be important; they allow their ethnic, cultural and religious differences to poison their relationships. Romeo and Juliet embrace a similar theme; Juliet’s father is ready to throw his daughter out on to the streets if she does not obey him. In “Macbeth”, pupils could consider the irony of the statement by Lady Macbeth, that Macbeth is “too full of the milk of human kindness.”

At A/S level, pupils could write essays, prepare a debate for presentation to the school based on the theme. Suitable titles could include, “ Kindness comes back to you”, and “ We can learn KINDNESS from good role models” and “Hands that help are holier than lips that pray”.

In the A/S Literature course, the theme of KINDNESS can be explored in different ways. Using “The Colour Purple”, by Alice Walker, pupils could consider:

- (a) why Celia does much of the work for the church although it is voluntary
 - (b) how Celia’s kindness towards Shug Avery is returned to her many fold
 - (c) despite all the harm done to her, she only commits one act of meanness.
- In “Oleanna” by David Marnet, Carol takes advantage of John when he decides to be kind to her. Pupils could consider the way that Oleanna takes advantage of this to reverse the power balance between her tutor and herself.
 - In “Pride and Prejudice” pupils could consider how far Mrs Bennet’s remarks on the KINDNESS of her husband are appropriate. They could comment on the quote, “What an excellent father you have, girls ...I do not know how you will ever make amends for his kindness.”

RELIGIOUS EDUCATION

At Junior level, a multi-faith activity could be set up for KINDNESS DAY. Individual pupils or small groups could research a particular religion or faith to find out more about how the spiritual teachers through history have demonstrated acts of kindness in their lives. They could also be told about the lives of people that serve in the world today and dedicate themselves to helping others.

A suitable example could be that of Dr Paul Brandt, whose life and work has been a blessing to countless leprosy patients. His life story can be read in “Ten fingers for God”, by Dorothy Clarke Wilson. (Ref.: 1310) available from the Leprosy Mission, TLM Trading Service, Freepost ANG 3088, PO Box212, Peterborough PE2 5BR. Tel 01733 239252 Fax 01733 239258 Email: enquiries@timtrading.com

A project could be set up called teaching KINDNESS through living in KINDNESS. Pupils could suggest ways in which they could be examples of KINDNESS. Their work could be mounted and displayed in a prominent place on KINDNESS DAY.

At Secondary level, similar projects could be carried out. Questions could be set for discussion/ writing. Suitable questions could include:

- (1) Christ said, “ I am the good shepherd who is willing to die for his sheep”. Jesus spent his life serving mankind and was even willing to give up his life to that end. He spent his time curing the sick, preaching and educating people towards living a better life.
 - (a) Give examples of his work with direct reference to the four holy gospels of the New Testament.
 - (b) How were these acts of KINDNESS viewed by his contemporaries?
 - (c) Give examples of work that is carried out today in his name.
- (2) Jesus taught by example. How far do you consider this important in terms of being a lasting inspiration to others to be kind?

At GCSE level, questions could include:

- (1) The Hindu teacher Vivekananda (1863-1902) was inspired by his teacher Ramakrishna (1836-86), to arouse the idealism of the young elite in India to devote themselves to the up lifting of the poor. How far have his teachings influenced Hinduism as it is practiced today?
- (2) Buddhism teaches KINDNESS through tolerance. Discuss this with reference to the way Buddhism is said to offer a chance for its followers even to be atheists without having to dispense with religion.
- (3) In Judaism, since the time of Moses, emphasis has been placed on the brotherhood of all people. Jews are obliged to display acts of charity, compassion and kindness towards all and especially towards the poor, the widowed, orphaned and the animal world. How far can this be said to be true for other faiths that you have studied?
- (4) In preparation for Ramadam, Muslims are required to celebrate Lai la Al Bar'h – the night of Forgiveness. Why can *forgiveness* be seen as an act of KINDNESS?
- (5) "Love Joy and Peace" is an autobiography of the great saint, Mother Teresa (ISBN 0-00-628099-4). Write about her work, or about the work of someone else who has inspired others to acts of KINDNESS. Pupils could learn about Voluntary Service Overseas and the work of different voluntary organisations. A suitable example of this could be the work of the Sathya Sai Baba, who has inspired millions of people to give their time voluntarily in service to humanity. His motto is "Hands that help are holier than lips that pray". Sathya Sai advises people that service to man is the highest form of humanity. Over the years, huge acts of KINDNESS have been carried out, under his direction, in places all around the world.

Examples of this are the Sathya Sai Water Supply Project, covering more than 700 villages in the Ananthapur district of southern India, which supplied clean drinking water to more than one million people. Currently two new water projects are underway in drought hit areas of Medak and Mahboobnagar districts. This will benefit another 400 villages and over one million people who had lived their lives on the edge of drought and despair. The funds for this project were donated by people throughout the world. Architects, technicians and engineers from all over the world gave freely of their time.

Other projects include a unique programme of selfless service to villages. Examples include: improving water supplies or digging wells, cleaning or providing latrines, testing the pH factor of the land and then giving advice as to what suitable crops can be grown, educating adults in matters of hygiene and birth control, working with children, painting temples and distributing food. In slum areas such as in Bangalore, huge mobile tankers provide clean drinking water. Another major project has been to supply free medical treatment and care to the poor and needy.

DRAMA

At Junior and Lower Secondary level, pupils could enact plays based on the lives of people that have demonstrated great KINDNESS in their lives. Examples could include Elizabeth Fry (1780-1845) who devoted her life to helping prisoners and to campaigning for prison reform and Florence Nightingale (1820-1910) who during the Crimean war organised a nursing department tending 10,000 sick and wounded men. Florence was appalled that so many had died that she determined to spend the rest of her life improving the sanitary conditions in army hospitals and nursing and public health in India. Pupils could write a story about KINDNESS and enact it to the whole school. Books could be used for inspiration.

For younger children suitable stories could include “A Christmas Carol” by Charles Dickens, “Angela Ballerina: A star” by Catherine Holabird, and “Fergus to the Rescue” by Maddox. A street theatre performance could be arranged for lunch break, or after school, whereby children would be asked to briefly mime an act of KINDNESS. Children could work singly or in pairs. They could also act out the service of Garam Seva, in an Indian village, where volunteers provide villages with free help to provide, improve or maintain basic amenities and also to give free specialist advice and expertise in the medical, educational, and agricultural areas. (See sections on Religion and on Geography).

At GCSE and A level, pupils could base their work on the lives of inspirational characters. Examples could be drawn from modern day people who are active in loving service, such as those involved in the work of the Leprosy Mission. One such person is John Harris, who spent four decades working as a missionary doctor amongst leprosy sufferers in Zaire, India and Nepal. A book, “Man of Compassion”, written by his sister, Doreen Sharp, (ref.: 03038) tells the story of his life’s work and his extraordinary acts of KINDNESS in the face of great adversity and numerous difficult challenges.

A similar example is that of Dr Paul Brandt, whose life and work has been a blessing to countless leprosy patients. He has won fame in the medical world and the hearts of countries world-wide. His life story can be read in “Ten Fingers for God”, by Dorothy Clarke Wilson. (Ref.: 1310) Both these books are available from the Leprosy Mission, TLM Trading Service, Freepost ANG 3088, PO Box212, Peterborough PE2 5BR. Tel 01733 239252 Fax 01733 239258 Email: enquiries@timtrading.com

PSHE

At Junior and Lower Secondary levels, pupils could be asked to research and discuss the lives and work of people that have been inspirational through their kind and loving service to mankind. Modern examples of this could include Nelson Mandela, Archbishop Romero and Dr Paul Brandt (see newsletter section on Drama). Pupils could consider the work of Diana Princess of Wales in the land mines campaign and her work with socially stigmatised and marginalised groups of people, for example those who suffered from Aids and Leprosy. Suitable questions for discussion could include:

- (1) “Diana showed special compassion for leprosy sufferers. As patron of the Leprosy mission England and Wales, Channel Islands and the Isle of Man (1990-1997), she did much to dispel the stigma associated with the disease through her close contact and sympathy with the Mission’s patients. “What do you think motivated Princess Diana to do this work?”
- (2) “Fear and ignorance of leprosy are still widespread. Those effected by the disease are often regarded as “unclean”, ostracised by family and local community. Education and training opportunities are frequently denied them and self-esteem can be pitifully

low”. How would you feel if you were offered a chance to visit or help out in a leprosy hospital or rehabilitation centre? (Both quotes are from the Leprosy Missions Autumn and Winter Catalogue p.12) for more information on the Leprosy mission’s work pupils to write to: TLM Trading Freeport, ANG 3088, PO Box 212, Peterborough, PE2 5BR, tel.: 01733 239252 fax 10733 239528 or Email: enquiries@timtrading.com

For older pupils, the theme of KINDNESS could be introduced by asking pupils to investigate how they can achieve “Beauty without Cruelty” The form can be divided into groups. Each group can investigate a different topic.

Suitable topics could include:

- (1) Kindness to animals:
 - (a) Make a list of suppliers, such as Weleda, who have never carried out or commissioned, animal tests on products or ingredients.
 - (b) Send off for the Compassionate Shopping Guide. (Naturewatch, 122 Bath Road, Cheltenham, Gloucester, GL53 7JX) This is a booklet containing information on manufacturers and their policy on beauty without cruelty. Naturewatch points out that all ingredients have been tested on animals at some time, but some companies have adopted a fixed cut off date. These companies will not use ingredients that have been tested on animals after this chosen date.
 - (c) Discuss the difference between the policy of using “ a fixed cut off date “ and a “Five Year Rolling Rule”. Which one do you find more effective as a means to bringing and end to animal experimentation?

- (2) Kindness to the environment:
 - (a) Check whether the ingredients are grown biodynamically or sourced from organic farms selected for their high standards. They do not use any genetically modified ingredients.
 - (b) Products are kind to the skin as no synthetic ingredients or artificial ingredients are used. For more information write to Weleda. They also supply a free revue twice a year (Weleda UK limited, Ilkeston Derbyshire, and DE78DR).
 - (c) Do you think it is important to promote organic farming? (For further information write to Soil Association, Freeport, BS4 456) Bristol BS1 6ZY also see SSEHV newsletter 16 on COURAGE, section on Biology) (3) “World trade rules are loaded against poor people and the environment.” (Cafod Campaigns) Comment on this quote. (For more information and/or to receive CAFOD young activists updates, three times a year, contact Cafod Campaigns, Freeport Cafod, Romero close, Stockwell Road, London SW9 9BR Tel 020 7326 5518 email campaign@cafod.org.uk or visit www.cafod.org.uk The Body Shop can also be contacted for free information at UK & ROI Region, Building 4, Hawthorn Road, Wick, Littlehampton, west Sussex, BN17 7LR, UK. Tel: 01903 731500 Fax 01903 844383 Web: www.the-body-shop.com, email: info@bodyshop.co.uk)

GEOGRAPHY

At Junior level, children could study ways that poor communities have been helped in different part of the world through the KINDNESS of individuals or groups. A suitable example of this would be the practice of Garam Seva in India. Members of the Sathya Sai Service Organisation of India have been targeting different poor villages. After assessing their need they send in a team of medical, health, educational, farming and other specialist whom all work on a voluntary basis. Included in the team are helpers who repaint the temples, clean or rebuild latrines, make or mend roads, clear and plant land and so forth. The pH factor of the land is tested and then farmers are advised which crops would be suited to the local soil conditions.

Villagers are then, if needed, supplied with tools and seed. The children could draw pictures of the work involved and/or make models. They could also enact a visit to a village and a performance could be given in front of the whole school.

At Secondary level, teachers could use the topic of ecosystems to explore the theme of KINDNESS. Pupils could contact Greenpeace to find out how they can help in the campaign to be kind to the planet. (Canonbury Villas, London, N12PN Tel 020 7865 8100 Fax 020 7865 8200 E-mail supporter@uk.greenpeace.org).

One project that they could support is called Techor, with the University of Brazilia. This project helps Amazon rubber-tapping families gain the highest possible value for their product by reaching overseas markets directly. Pupils could encourage their families and friends to buy Amazon mouse mats. (To order an Amazon, 100 percent rubber, mouse mat click on www.greenpeace.org.uk/mousemat) Pupils could do a project on the Amazon forest.

A suitable question would be: the Atlantic forest of Brazil once covered a hundred million hectares. Now development has reduced the forest to just 2 percent of that total. This small area remains the home to many Indian tribes as well as rare animals such as the golden lion tamarinds, hundreds of bird species and thousands of butterfly species.

- (a) What has caused the forest to shrink
- (b) What is being done to help protect the remaining Amazon forest?

At GCSE level, suitable questions could include:

- (1) Despite water shortages, Savannah areas are important farming areas.
 - (a) Explain how overgrazing and cutting down trees can lead to soil erosion
 - (b) How can wealthy countries encourage and support people who live in savannah areas to treat their environment with greater KINDNESS?
- (2) The world's rainforests are being cut down at an alarming rate.
 - (a) What effect does this have on soil fertility?
 - (b) How does it lead to soil erosion?
 - (c) How does the release of CO₂ from burning fires in the Amazon contribute to global warming?
- (3) Explain how mining for valuable minerals in rainforests can cause pollution.
- (4) Describe the way that
 - (a) forest Indians
 - (b) local wildlife, lose their habitat as rainforests are cut down.
- (5) What are the ecological consequences for rainforests of flooding of large areas for the provision of hydro-electric power?
- (6) How can valuable medicines be lost when rainforests are cut down? (For information visit www.greenpeace.org.uk)

At A/S levels, pupils could look at social inequalities and their economic, political and biogeographic effects. They could consider how the Brazilian government's policy of dealing with overcrowding in cities, by sending people to live and farm in the Amazon forests, has had irreversible ecological implications. Suitable questions could include:

- (1) Looking at the regional geography of Brazil and in particular in relation to the Amazon Rain Forest
 - a. Explain and illustrate the linkage between "demography" and "biogeography".
 - b. Illustrate the impact of society, politics and culture.
 - c. Examine the causes and consequences of regional inequalities in Brazil.
 - d. Critically examine the claim that it is the vastness of Brazil, which most hinders its development.
- (2) Looking at sustainable utilisation of natural resources: rainforests,
 - a. Critically examine the difficulties of monitoring the destruction of the rainforests.
 - b. Assess the full effects of deforestation.
 - c. Critically examine the claim that it is easy to advocate the sustainable utilisation of rainforests, but implementing it is a very different matter.

HISTORY

At Junior level, pupils could look at inspirational figures in History that have been KIND to those injured whilst in active service. They could compare the work of Florence Nightingale to that of Princess Diana and the St Dunstan Charity for blind ex-service men and women. (To find out more about St Dunstan's history and work visit www.st-dunstans.org.uk or call 01980 592 935) Pupils could consider how treatment for injured servicemen/women has through history.

At Secondary level, pupils could do projects on the lives of individuals who have set up communities to help others. A suitable example would be that of the Austrian doctor, Karl Konig, who changed attitudes to people with special needs. He founded the Association of Camphill Communities for handicapped, retarded and emotionally disturbed people. Dr Konig came to Britain in 1938 to escape Nazi occupation. He opposed Hitler's policy of exterminating people who had special needs. In 1939, he established a community near Aberdeen for children with learning difficulties and later set up similar children's home in Germany for curative education.

From 1933, the Nazis made his life difficult, not only because of his work, but also because he was a non-practising Jew. He moved to Austria, but in 1938, he had to flee that country because of the Nazi persecution. He was offered asylum in Britain and by 1945 had established five communities in the Aberdeen area offering what Konig describes as "a candle in the darkness." The communities are still pioneers in the area of children and adults with mental disabilities.

The teachings of Rudolf Steiner, and in particular his idea of Anthroposophy, underpin the work. In this school of thought, man's health depends on living in conscious accord with natural rhythms and the use of natural medicines. Residents work with nature, growing organic food, cooking, making wooden toys and using natural materials. The community is also involved in the local community. (For more information, contact the Association of Camphill Communities email: info@camphill.org.uk Tel: 01653 694 197).

Special needs teachers may be interested in "The Building Inclusive Communities" which is a conference to celebrate the life and work of Dr Karl Konig, to be held at New Lanark in Scotland, from 8-11 May 2003. Details from Simon Beckett, Newton Dee Village, Bielside, Aberdeen AB159DX).

As part of the project people could answer the following questions:

- (1) What were the provisions for people with special needs in
 - a. Medieval times
 - b. The Tudor period
 - c. The Elizabethan period
 - d. The Victorian period - see Hogarth's prints
 - e. Modern day.

At GCSE level, suitable questions could include:

- (1) "The work continues without stopping through the whole of the meal hours. The engine never stops except for ten minutes to be oiled, no time for breakfast or tea. They took it as they could, a bite and a run." (From a report on the conditions of factories quoted in A.Jamieson, *The Industrial Revolution* (1982) "I got work in a spinning mill. The dust, the din, the work, the hissing and the roaring of one person to another... the harsh treatment of overseers struck my young country heart with awe and astonishment". You have been working for years in a cotton mill and are writing your memoirs in 1815 what would your attitude have been towards the Luddites.
- (2) "The law I have just signed, was passed to put people back to work, to let them buy more of the products of farms and factories, and to start our business at a living rate again...the second part of the Act gives employment through a vast programme of public works...nobody is going to starve in this country... No business, which depends for its existence on paying less than a living wage to its workers, has any right to continue in this country." *Roosevelt's speech on signing the National Recovery Act (1933)*. What were the main features of Roosevelt's New deal for the American people?
- (3) In what ways have the following tried to help the developing nations:
 - (a) The UN agencies.
 - (b) The Brandt report?

At A/S level, pupils could look at issues of poverty and vagrancy and could consider whether social unrest could have been avoided if those in power had acted with more KINDNESS towards the under-privileged. Suitable questions could include:

- (1) In the period 1450-1603 social change in Western Europe caused much hardship for the lower orders of the community. In mid-Tudor England, the decline of the feudal system and changes in the land structure, as well as the effects of war, plague and revolt, affected the rural economy. Landed magnates were also oppressive and the standard of living among the peasantry was deteriorating. Explain how social, economic and religious grievances led to violent protest. How far can these grievances be seen to stem from lack of KINDNESS?
- (2) The Jacobite Rebellion of 1715 could have been avoided if there had been more religious tolerance towards Catholics.
 - a. Do you agree with this statement?
 - b. Why did Oliver Cromwell fail to "heal and settle" England in the 1650s
- (3) "The only way to capture Beca is to banish poverty from the countryside."
 - a. Discuss this contemporary view of the Rebecca Riots which began in south-west Wales during the summer of 1839.
 - b. The government's commission of Inquiry of 1844 was sympathetic to removing grievances, which had brought about the disturbances. Would peasant farmers in Wales in 1850 have regarded the Rebecca movement as a success?
 - c. Was Chartism in Britain a sign of the growth of a new working-class consciousness, or simply the result of desperation?

- (4) By the end of the nineteenth century, despite attempts by various Edwardian governments to improve social conditions, reports such as those of Booth and Rowntree revealed serious problems amongst working class families.
- How far would a social reformer have been satisfied with the progress achieved under the liberal governments by 1914?
 - Explain the motives of those groups that aimed (i) to promote and (ii) to prevent the regulation of factories in Britain during the first half of the nineteenth Century.
 - How significant was the contribution made by Benthamite ideas to social legislation between 1830 and 1850?

ART

At Junior level, children could make collages to illustrate ways in which we can be kind. These can be displayed on KINDNESS DAY. They could make a flow diagram listing ways that they could be KIND in art lessons, for example by sharing materials with each other. They could design and make cards for special occasions such as birthdays and Christmas. They could also design posters to be put around the school to highlight KINDNESS DAY and to illustrate the way in which children could show acts of KINDNESS.

At Secondary level, pupils could do the same as outlined above in the section for Junior school children.

At GCSE and A/S levels, pupils could focus on the work of painters who chose spiritually uplifting subjects. They could use these artists of the High Renaissance as inspiration for their own painting of a spiritual person, such as Mary or Jesus. Suitable works would include:

- Fra Bartolommeo's "Madonna and Child with St Anne" and the Baptist" (1526)
- Luca della Robbia's "Madonna and Child"
- Raphael's "Sistine Madonna"
- "The miraculous draught of fishes" (1515-16) featuring the head of St Peter
- "The healing of the lame man" and "Feed my sheep" (1515-16)
- Sarto's, "The birth of the Virgin" (1514)
- "Madonna and Child" (1525-6)
- "Sacrifice of Abraham"
- Coreggio's "Madonna of Victory 2",
- "Madonna of St Jerome",
- "Il Giorno",
- "Madonna of San Francis",
- "Nativity" and
- "La Notte"

Pupils could also draw inspiration from art of other world religions such as Indian Hindu art that along with gods and goddesses also displays Buddhas and Bhodisattvas of Indian. The paintings of Tibetan and Chinese artists could also be studied on a similar way. Since introduction of Buddhism in Japan in 538 sculpture and painting flourished to embellish Buddhist monasteries.

The sculptures provided icons to serve as foci for the Buddhist faith, emblems of the doctrine. Buddhist Iconography Story picture - The Tamamushi shrine where Buddha flings himself down from a crag as food for a starving tigress and her cubs. Pupils could do a project on the traditional art of the Shinto form of Buddhism. "Shinto recognises that the whole of the natural

world is animated by Kami, or spiritual essences. They could try to capture “Kami “ in their paintings.

All kinds of physical objects are endowed with Kami: mountains, trees, stones, waterfalls, even the very islands of Japan. The characteristic Japanese love of nature is itself a direct function of this sense of vitality in the landscape. (Pupils can compare this with the work of Turner and Constable.) The sun itself is Kami; but there is also a sun goddess, Amaterasu. So also are the sacred regalia of the Emperor and his own person

Although at bottom Shino is iconic, it learnt from Buddhism how to capture, in man-made images, the Kami of sacred places and spiritual people. It is also probable that Buddhist paintings and sculptures of saints, as well as many great landscapes like the beautiful “Waterfall at Nachi” and Sesshu’s view of Ama-no-Hashidate (c1504) and portraits of vigorous rulers, like that of Minamoto Yoritomo, were executed to capture some of the Kami of their subjects.

DESIGN TECHNOLOGY

Pupils could design and make inspirational objects for KINDNESS DAY. Suitable examples could include something:

- (a) that would help make a disabled or elderly person’s life easier.
- (b) for a pet, wild animal or bird.
- (c) for a peace garden
- (d) to inspire Unity in Diversity or racial harmony

The best designs could be displayed on KINDNESS DAY. They could design badges, a school plaque (see quotes) or some other representation of KINDNESS through a sculpture, collage, tapestry or other medium. (See whole school) A suitable symbol could be a heart with wings.

MATHS

At Junior level, children could be given a sticker when they have shown great patience over a particular set task. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period. A Maths question could be phrased to embrace the concept of KINDNESS. Suitable questions could include:

- (a) Mary shared her banana equally with her three friends. What fraction of banana would they all receive?
- (b) Mark wants to help wild birds by feeding them through the winter. Wild birdseed costs £1 a kilo. How much birdseed can he buy a week for 20 pence?
- (c) Shanti wants to put aside some of her pocket money to give to charity. If she puts aside 30 pence a week, how much money could she collect in one year?
- (d) Eddie decides that he is going to eat fewer sweets and put the money he saves to charity. On Monday, he saves 5p, Tuesday 9p, Wednesday 3p Thursday 12p, Friday 8p and at the weekend, he saves 24p. How much does he save in a week?
- (e) Jenny and Fran agree not to waste paper. They decide to write on both sides of their paper instead of on one side. Wendy refuses to do the same. They each have a block of paper with 78 sheets.
 - (i) How much paper do they save out each block?
 - (ii) How much do they save altogether?
 - (iii) How many more sheets does Wendy use, than each of the other 2?

At Upper and Secondary levels, pupils can be asked to devise surveys concerning KINDNESS. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for KINDNESS 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 hard to be KIND? *yes, no sometimes, never.*
- Do you think that it is important to be KIND? *Yes, no, sometimes, not sure.*
- How do you feel when you have BEEN KIND? *OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).*
- Why do you think that people are often unkind? *Only think of negative things, only think of themselves, have not been shown how to be kind? (You may tick as many boxes as you want).*

At GCSE level, pupils' questions could be phrased to incorporate notions of KINDNESS to individuals, animals and the environment. Suitable examples could include:

- (1) The head of a school computer centre has £170 to spend on computer paper for the whole school. The cost of recycled paper is £2.50 per packet. The cost of shiny paper is £3.50 per packet. She wants to buy both types. Let the number of packets of recycled paper that she buys be y and the number of packets of shiny paper be x . (a) show that x and y satisfy the inequality $7x + 5y < 340$
- (2) A gardener needs to buy a number of sprinklers to water his vegetable garden. He does not want to waste any water or waste money on buying too many sprinklers. Once the sprinklers are fixed, they cannot be moved. The garden centre sells the following sprinklers complete with connectors: "Outsplash Sprinkler" £4.99, which sprays water up to a distance of 2m from the centre." Leaky Pipe Sprinkler" £3.99 which sprays water up to a distance of 75cm on each side along its length of 4m.
 - (a) Design two alternative watering systems for the vegetable plot. You must cost each and state its advantage and disadvantages.
 - (b) Which of your designs would you advise the gardener to buy? You must give reasons for this advice.
- (3) Jane and Bob are saving money to give to charity by following a 'Ceiling on Desires' programme. By cutting back on sweets, comics and luxuries, they usually save £1 a week each. Jane suggests a new savings plan. She will save just 1p next week, 2p the week after, and 4p the week after that, double again the next week and so on. Bob continues to save a £1 a week. Investigate Jane's suggestion and compare the total amounts saved by the two of them over a period of time.

BIOLOGY

At Junior level, children could explore the topic by looking at ways in which they could be kind to their bodies. Suitable questions could include:

- (1) Why is it important to have a healthy diet?
- (2) Explain the benefits of eating less fatty foods such as chips, eating more fruit, raw foods, fresh vegetables, grains and seeds.
- (3) What are the advantages/disadvantages of a vegetarian diet?
- (4) Why does regular exercise help the body to stay healthy?
- (5) Is it important to get plenty of rest when you are young and your body is still growing? Explain why is spending time outside important?

At GCSE level, the topic of KINDNESS could be approached in a similar way, through, for example, a healthy diet. (See Newsletters: 18 on Generosity and 15 on Discernment). Pupils could also consider the topic of KINDNESS in terms of the environment. (See newsletters, 16 Responsibility ~ GM crops, 17 Courage ~ organic farming ~) Pupils could also study the effects of global warming on animals and their habitats.

Suitable questions could include:

- (1) In what way is chemical pollution responsible for this phenomenon?
- (2) The ice season in Western Hudson Bay has shortened by about three weeks in the last twenty years. Polar bears in this area depend heavily on the season ice to build up fat stores, as this is when they emerge from a six to eight month fast to hunt for ringed seals which live on the ice.
As rising temperatures cause Arctic ice to break up early, polar bears are being threatened with starvation. Scientist in the northern Canadian Community of Churchill have noted increasing of numbers of hungry polar bears scavenging for food near human habitations.
Suggest other ways in which global warming may effect animals and humans in the short and long term.
- (3) Explain the importance of taking measures to prevent further destruction of the ozone layer in terms of protecting ecosystems.
- (4) According to the researchers, polar bears are now having less time to hunt and are returning to land weighing less than in the past, while females are having fewer cubs. Explain why blubber is necessary to hibernating animals.

At A/S and A levels, pupils could look at the importance of maintaining low cholesterol levels to keep the body healthy. (See newsletter 18 ~ benefits of sprouted foods).

Suitable questions could include:

- (1) Cholesterol is an example of a steroid. It has certain properties in common with lipids. What are the differences in its structure as compared to lipids?
- (2) Explain why a surplus of cholesterol may precipitate in the gall bladder, or bile duct, giving rise to kidney stones.
- (3) Describe the process in which a blocked bile duct can lead to obstructive jaundice, through the retention of bilirubin in the blood.
- (4) What can prevent elimination of excess cholesterol by the liver?
- (5) Why is regulation of dietary intake an important factor for preventing deposition of cholesterol on the walls of certain arteries?
- (6) Explain the process in which obstruction of the smooth passage of blood can lead to intravascular clots and eventual coronary thrombosis, or heart attack.

The benefits of positive thinking and using light visualisations can also be explored as a way of being KIND to our body. Quantum Medicine and its impact in the field of Biology can also be studied. Deepak Chopra's book "Quantum Healing" could also be used as a source for investigation. (See newsletter 14, Peace of Mind).

Pupils could also study the effects of global warming on animals and their habitats. Suitable questions could include:

The ice season in Western Hudson Bay has shortened by about three weeks in the last twenty years. Polar bears in this area depend heavily on the season ice to build up fat stores, as this is when they emerge from a six to eight month fast to hunt for ringed seals which live on the ice... According to the researchers, polar bears are now having less time to hunt and are returning to land weighing less than in the past, while females are having fewer cubs.

- (a) Explain the special behavioural mechanisms utilised by animals in cold climates in hibernation.
- (b) Explain how brown adipose tissue is easily metabolised at low temperatures.
- (c) Explain why hibernation virtually impossible in areas of permafrost.
- (d) What are the possible implications of global warming in terms of the survival of animals that traditionally hibernate?

At A/S and A levels, pupils could look at the importance of maintaining low cholesterol levels to keep the body healthy.

CHEMISTRY

At Secondary level, pupils could be asked to write to the environmental organisations Green Peace and Friends of the Earth, to ask them what advice their organisations give about how to remove or reduce the use of harmful chemicals. They could look at the kind of chemicals that are harmful to the environment and study their effects, such as acid rain on soils.

Suitable questions could include:

- (1) The Alaskan Arctic is on the frontline of climatic change. It is warming three times faster than the planet as a whole.

In what way is chemical pollution responsible for this phenomenon?

- (2) As rising temperatures cause Arctic ice to break up early, polar bears are being threatened with starvation. Scientist in the northern Canadian Community of Churchill have noted increasing of numbers of hungry polar bears scavenging for food near human habitations.

Suggest other ways in which global warming may effect animals and humans in the short and long term. (BP has been financing a group called "Arctic Power" to persuade the government to allow industrial activity in the Arctic. Wildlife groups, Alaska Natives and other environmentally concerned groups and individuals have opposed this action. Suggest the possible arguments for and against drilling for oil in the Arctic. To find out more about the work of Greenpeace click on www.greenpeace.org.uk To find out about their campaign to protect the ozone layer go to www.grenpeace.org.uk/climate.htm To find out more about Greenpeace's Arctic campaign and opportunities for investment in renewables, subscribe to Greenpeace's e-bulletin, Frontier news. Send the following email message to Majordomo@xs2.greenpeace.org Text: subscribe frontier news. If you would like a free window sticker contact Supporter Services on 0207 865 8100 or info@uk.greenpeace.org)

PHYSICS

At Junior and Lower Secondary levels, the theme of KINDNESS can be introduced through looking at the carbon/oxygen cycle and exploring the idea that we must be kind to the earth for the sake of our own survival.

Suitable questions could include:

- (1) How do green plants make oxygen?
- (2) What do plants recycle that we give out as waste?
- (3) What do humans need to breathe for their survival?
- (4) Do you think it is important to preserve our forests and jungles?
- (5) Is planting trees important? How can it contribute towards paying off our Carbon Dioxide “debt “ to the planet?

At GCSE level, the same topic can be explored in more depth.

Suitable questions would include:

- (1) State three reasons why photosynthesis is essential for the survival of humans.
- (2) Humans are secondary consumers. What does that mean?
- (3) State two ways in which the destruction of plants would effect the composition of the atmosphere.
- (4) Explain how bacteria and other microbes effect the composition of the atmosphere.
- (5) Write a word equation for photosynthesis.

At A/S and A levels, pupils could study. Suitable questions could include:

- (1) “Solar energy is destined to power the next century but Britain will not cash in on the vast new industry manufacturing it. Clean, inexhaustible, universally available, this technology is the next century’s equivalent to the microchip. But as solar energy bursts upon the world, yet again Britain will be left behind.” (*Guardian Newspaper December 29th 1999*)

Discuss the importance of phasing out fossil fuels in terms of trying to preserve the delicate ecological balance of the earth.

- (2) “The UK’s nuclear power plants are reaching the end of their lives. To replace them would be madness. Yet, government advisers, bullied by the nuclear industry, are preparing to order 10 new plants. They would mean risk of contamination lasting thousands of years; risk of fall out from Chernobyl-style catastrophe; risk to health around nuclear facilities and risk of terrorism and the new threat of sabotage.” (*Greenpeace July 2002*)

- a. How far do you agree /disagree with this statement from Greenpeace.
- b. Describe and explain how solar power is harnessed.
- c. What are the drawbacks concerning the use of solar power?
- d. In what ways would greater investment in alternative energy be an act of KINDNESS to our planet?
- e. What are the long-term advantages of solar power? (To find out more about the work of Greenpeace click on www.greenpeace.org.uk To find out about their campaign to protect the ozone layer go to www.greenpeace.org.uk/climate.htm To find out more about Greenpeace’s Arctic campaign and opportunities for investment in renewables, subscribe to Greenpeace’s e-bulletin, Frontier news. Send the following email message to Majordomo@xs2.greenpeace.org Text: subscribe frontier news. If you would like a free window sticker contact Supporter Services on 0207 865 8100 or info@uk.greenpeace.org

MUSIC

At Junior and Lower Secondary levels, pupils could be encouraged to listen quietly to each other's singing and /or playing and then to give positive feedback. A talent show could be organised and with the pupils acting as judges. The judges would only be allowed to say KIND things about the performers. Teachers could encourage children to be KIND in other ways, for example, how they handle and play the instruments and how they share them with other pupils.

At GCSE level, a similar theme could be used with students writing out positive appraisals of each other's work. The same could be done for the work of chosen composers. Pupils could choose a composer and write about why they like his/her music best.

At A/S and A levels, pupils could look at the significance of acts of KINDNESS towards composers in helping them to be inspired, feel more confident in their writing and encouraged in developing their talents. A suitable example of this could be the relationship between Germany's foremost poet and philosopher, Goethe, and the young Mendelssohn. Suitable questions could include:

- (1) Discuss the importance of classical literature in the music of Mendelssohn. To what extent did Goethe's KINDNESS towards the young Mendelssohn predispose the composer towards incorporating classical themes into his music?
- (2) How far do you think it is true that without the KIND support of Zverev, Rachmaninov would never have developed his musical talents?
- (3) Grieg owed much to the KINDNESS and support of his wife and Franz Lizst. How were they influential in his life?

LANGUAGES

At Junior and Lower Secondary levels, pupils could be asked to enact a play based on the theme of KINDNESS. Key words related KINDNESS 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. Pupils could practice conversation related to being kind. Examples of this could include:

- (1) Offering food, making polite requests- do you mind if?
- (2) Saying your mistaken and what's gone wrong
- (3) Apologising, commiserating, expressing regret, dismay, relief and pleasure and
- (4) Giving directions.

At GCSE level, pupils could write about creatures, such as dolphins, or other creatures that show KINDNESS towards each other or towards humans.

At A/S level, pupils could write an essay or a talk on the theme of KINDNESS. They could write about a historical character or some one living today that has displayed great KINDNESS in their lives.