
Sathya Sai Education in Human Values, UK

Newsletter July 2002

Welcome to the July 2002 issue.

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News Stories

Sathya Sai Education in Human Values National Day on Saturday, 14th September 2002

The next Sathya Sai Education in Human Values National Day will be held on Saturday, 14th September 2002, from 9.30 a.m. to 5 p.m., at Bentley Wood High School, Stanmore, Middlesex.

The day is open to people who have attended at least one day of Sathya Sai EHV Training and will provide a wonderful opportunity to learn of current developments. It is also an opportunity to network with other people working with the programme in the U.K. Please pass these details on to anybody you know who has attended any of the Training. The programme outline, venue details and directions will then be provided nearer the time.

Summer Camp

For your information, a Summer Camp will be held in Region 2 this year from 29th July to 2nd August 2002, and volunteers are urgently required to assist. If you would be able to help with teaching, please contact Joyce Power on 020 8723 9916, and if you are able to help with sports activities please contact Bharti Thakrar on 020 8863 2204 or E-mail bhirti@aol.com.

Human Values Mums & Kids Fayre

A Good Values Fayre is to be held on Saturday November 23rd between 10 am - 12 pm at the Easton Community Centre, Kilburn Street, Easton, Bristol BS5.

Topics included in the Fayre:

- Human Values
- Free Food & Refreshments
- Sports Information
- Fun, Games, Music, Arts & Crafts
- Kids face-painting & Yoga
- Child First Aid & Nutrition
- Fire Safety & Crime Prevention
- Parenting Tips & Baby Massage
- Emotional Literacy
- Supporting Early Learning
- Quiet Space & Recycling Zone

Health Awareness

- Women & Child Health General advice from doctors
- Health Promotion
- Complementary Therapy Self Help

The aim of the fayre is to foster good values and build up responsible citizens serving in healthy and harmonious communities and neighbourhoods. If all goes to plan you should see a real mix of stalls blending the fun with the informative, the inspirational with the transformational!

For more information, see our website at:

www.sathyasaiehv.org.uk/fayre

Lesson Plan Exercises

This month's lesson plans are based on the value of "Peace of Mind"

PEACE OF MIND: 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:

Accuracy, Curiosity, Discernment, Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Optimism, Purity, Quest for knowledge, Reason, Self-analysis, Self-awareness, Sincerity, Trusting, Truthfulness, Unity of thought, words and deed.

RIGHT CONDUCT:

Self-help Skills: Care of possessions, Diet, Hygiene, Modesty, Posture, Self-reliance, Tidy appearance. Social Skills: Good behaviour, Helpfulness, Politeness and Good relationships. Ethical Skills: Code of Conduct, Courage, Dependability, Determination, Duty, Efficiency, Initiative, Perseverance, Punctuality, Resourcefulness, Respect for all, Responsibility.

PEACE

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

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for Others, Consideration, Co-operation Forbearance, Forgiveness, Joy of Life, Loyalty, Morality.

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

QUOTES

Go within or go without (Sai Baba)

The mind is like a silent lake the depths can only be seen when it is calm. (Sai Baba)

It is only in a peaceful mind that noble thoughts can arise. (Sai Baba)

What is life but full of care if we have not time to stop and stare (Proverb)

Be still and know I am God (Bible)

Only in the silence of the heart, God speaks (Mother Teresa)

Only when you have no thing in your mind and no mind in things are you vacant and spiritual, empty and marvellous (Te-shan Tokusan)

If you suddenly feel very light, clear and deeply at peace, that is an unmistakable sign that you have truly surrendered.(Eckhart Tolle)

STORY

Song of an Angel*By KaiAmea*

An angel sat within a garden admiring the flowers, singing a lullaby to the birds and praising the creation of Mother Nature. Her notes sent vibrations of love into the earth and it was as though the entire garden responded, enriching the place with peace and beauty.

The old man smiled. He often came to sit within the garden, coming to rest and to soak up the peace the garden created. He was a wise man and although he was unable to see the angel, he sensed her presence. The man could feel her vibrations of love and sometimes, if he sat very still, he could hear the notes of her melody.

The man felt very blessed and he was happy.

Not so the old man's grandson who lived with him. Jason was a good person who tried his best at school and who worked at home to help his grandparents, but his mind was disturbed. He was never able to relax properly and so filled his time with computer games, television or telephone calls to his friends. Jason felt a deep unhappiness inside. He had felt this way ever since he lost his parents and the feeling just would not go away. It haunted him, always ready to taunt him the minute that he tried to rest or sleep. The only way Jason felt "normal" was to try and hide from the feelings by keeping busy and so distracting his mind from focusing on the truth.

The old man watched the sky begin to turn golden. Soon the sky would be an array of reds and oranges as the sun set. The man liked this time the best for it was then that the angel sang her most beautiful song, singing the garden to sleep. The breeze sensed the oncoming song and began to toss the leaves of the apple tree in anticipation. The breeze caught the angel's hair playfully, who looking up, saw that it was time. She gently rose and moving to stand by the apple tree, began to sing.

"Hello Granddad, thought that I would find you here."

The old man smiled up at his grandson and beckoned him over to sit by him.

"Jason, just wait with me a while."

"But, I've got things to do, I have to..."

"Just sit for a moment."

Jason looked at his grandfather's face and for an instant was lost for words. He could see that his grandfather looked different. His face looked so beautiful, so relaxed and his eyes sparkled with light and life. Jason drew nearer and sat down.

The angel looked at the boy. She could see his pain and troubled mind. She was able to see within his soul to the torment that tortured him from the inside. She smiled and moved over to stand before him. Her song changed. She began to sing of eternal peace, of love

that never faded. Her notes scaled and soared, carrying the boy's spirit. Slowly Jason's soul was touched by her love and became still.

Although he was unable to see the angel, Jason felt her magic working within him. Somehow he felt so drawn to this garden. He could sense that it was a special place, he felt tears of relief running involuntarily down his face and for the first time for years he felt at peace.

Jason looked at his grandfather's face and saw his tears were mirrored there. His grandfather nodded and saying nothing, put an arm around Jason and held him close.

The angel sang. The love of the cosmos poured through the pair as they sat together and slowly the sun set. Gently the garden became still, sleeping, ready to awaken for a new day.

Questions.

1. Why was Jason unable to relax?
 2. How did this make him feel?
 3. What did Jason do in an attempt to "hide" from himself?
 4. Why did the wise man often sit in the garden?
 5. How did the man know that the angel was there?
 6. What did Jason see reflected on his grandfather's face?
 7. What happened when the angel sang to Jason?
 8. How did this story make you feel?
 9. What name would you give the angel?
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POEM

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

Feeling OK by Zita Starkie

I've done my school work now at last
And I worked for my exam and passed.
I've tidied up and helped my Mum
Now I can go and have some fun

Peace of mind, peace of mind
I've left my worries all behind.

I didn't worry about my test
But I tried to really do my best.
I didn't lie to Sir today
I told the truth in every way.

Peace of mind, peace of mind
I've left my worries all behind.

I'm no longer mean to Sarah Jane
I've felt so guilty for causing pain.
I won't argue with my Dad
It only makes me feel so bad.

Peace of mind, peace of mind
I've left my worries all behind.

It's good to find my peace of mind
It happens when I'm being kind
And when I'm doing what I should
Peace of mind makes me feel good.

Poem

This poem is for Secondary level.

Finding Peace of Mind by Zita Starkie

Can't get peace of mind
Dark thoughts, so dark around
Breaking, brooding, blind
Crashing breakers pound
Loud sounds inside
Feel my mined mind explode
Nowhere to hide
Nowhere to hide the load.

If only I could let it be
If only I could rest at ease
Fearless, floating, free
Willow bending in the breeze
No sound inside
Placid peace pool within
No need to hide
No need to hide or win.

I feel the call deep in my soul
To somewhere that I've been before
Welcoming, wondrous, whole
A new inviting open door
I'm entering inside
Taking time to be just me
I need to let it ride
I need to let my spirit free.

Letting go of all pretence
Of being someone that's not me
Relaxing more I'm not so tense
Long lingering laughter lastingly
Melting, magic moment's mine
I have no need, no need to fear.
Now I know that all is fine
It's OK for me to be right here.

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as PEACE OF MIND 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 PEACE OF MIND. This could take the form of telling them about the lives of some inspirational people such as Mother Theresa and Ghandi. A team, drawn from children of all ages and members of staff, could be set up to organise the project.

The school could adopt an appropriate symbol to commemorate the day, such as a dove. A Peace Garden could be set up (see Newsletter on Silent Sitting May 2001). The school could arrange a series of workshops involving alternate therapies to help combat stress. Suitable subjects could include Yoga and Meditation, Tai Chi, Crystal Healing, Aroma and Colour Therapy and so forth. The school could launch a campaign aimed at raise awareness about individual responsibility in terms of protecting the environment. (See section on Chemistry)

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 1.3 “Fearlessness”, 1.6 “Owning up”, 1.2 “Owning up”, 1.13 “Contentment”, 1.14 “Patience and self discipline”, 1.15 “Self esteem” and
- Book 2, Lesson 2.12 “Appreciation and gratitude”, 2.13 “Ceiling on Desires”, 2.14 “Inner strength”, 2.15 “A positive attitude” and 2.16 “Self control”.
- The songs “Peace” (Track 1), “Peace is flowing through me” (Track 15) and “We wish you love and peace” (Track 17) can be found on CD 1. The following can be used from CD 2: “There is beauty” (Track 2), “Shalom my friends” (Track 8), “Deep peace” (Track 14), “St Francis Prayer” (Track 18) and “I had a dream”(Track 23).

Additional suggestions:

- The first of the above poems, “Feeling OK”, could be used in a similar way. Dipak Fakey’s Human Values board -games (available from SSEHV Promotions Ltd) is also a very useful source for activities.
- Pupils could be asked to talk about the benefits of PEACE OF MIND. 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 PEACE OF MIND. Possible titles could include, “I don’t worry if I follow my inner voice”, “Where I feel safe”, and “Being quiet is fun”. These could also be displayed.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.4 “Self control, ” 3.9 “Racial Harmony”, and 3.14 “Peace of Mind” and 3.19 “Self esteem”. The second poem in this newsletter, “Finding peace of mind”, can also be used as a basis of stimulus and discussion.
 - Pupils could write a play as a joint class project concerning the theme of PEACE OF MIND. Two contrasting families could be portrayed; one whose members seem to have no peace of mind and another whose members do.
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- Essays and poems can be written that are related to the topic. Possible titles could include, “ I like to be alone sometimes”, “ My favourite peaceful place” and “Ways to relax”.

At GCSE level:

- pupils could give a talk about PEACE OF MIND or the lack of it. A debate could be arranged, Topics could include “World peace depends on individuals feeling inner peace”, “Without inner peace there can be no joy”.
- Letter writing practice could involve the theme of PEACE OF MIND. Pupils could be asked to write letters of praise and congratulations to any local, national or international groups that have been working to promote PEACE.

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

- In “To Kill a Mocking bird” by Harper Lee, Atticus fights to get justice for his black client because he knows that he would not be able to face his conscience if he abandoned him.
- In “Mice and Men”, by John Steinbeck , Lennie is portrayed as a character who has little PEACE OF MIND; pupils could look at the last scene in the book where Lennie is tormented by his thoughts.
- “A View from a Bridge” by Arthur Miller demonstrates how lack of PEACE OF MIND can isolate communities and individuals.
- In poetry, the poems “Dolce et Decorum Est”, by Wilfred Owen and “ The Charge of the Light Brigade “, by Alfred Lord Tennyson, describe the suffering caused by war.
- Shakespeare can also be used to explore the theme.
 - In “The Merchant of Venice” Antonio and Shylock allow ethnic, cultural and religious differences to poison their relationships and to create tension between them.
 - A similar theme is central to Romeo and Juliet.
 - In “Macbeth” Lady Macbeth and her husband are tormented by their evil acts.

At A/S level, pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “ Go to the root and you will find the meaning”, and “ We can only learn to PEACE OF MIND from good role models. ”. The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.

In the A/S Literature course, the theme of PEACE OF MIND can be explored in different ways:

- There is no shortage of plays, novels and poems that feature characters that have no PEACE OF MIND. In the play “Death of a Salesman”, by Arthur Miller, Willy Loman has tried to escape from his lack of PEACE OF MIND by throwing himself into his business but it left him exhausted and betrayed by the fantasies and illusions that were created. This leads in the end to the final act of separation: suicide.
- The novel “Wuthering Heights”, by Emily Bronte illustrates show how Heathcliff’s lack of PEACE OF MIND caused suffering to himself and any one he came into contact with.
- The “broken world” of “ A Streetcar named Desire”, by Tennessee Williams also illustrates how desire, and in particular unfulfilled desire, can prevent individuals experiencing Peace of Mind.

- Poems can also be studied in relation to exploring how a poet's inner state is reflected in his/her poems. "The Waste Land" has been described as "this centuries greatest poem of despair and boredom", (Letts Study Guide, A Level English 1999) A suitable question would be "Eliot's poems are a progress from despair to faith; discuss."

RELIGIOUS EDUCATION

A multi-faith activity could be set up for PEACE OF MIND. Individual pupils or small groups could research different religions or faiths to find out what practices are used that can help bring an individual into a peaceful state. Their work could be mounted and displayed in a prominent place on PEACE OF MIND DAY. The lives of great spiritual teachers whose lives have been a shining example of PEACE OF MIND such as the Buddha, the Dalai Llama, Yogananda, Sri Oribindo and Sri Sathya Sai Baba. Students could also write to communities that are supporting people in their quest for inner peace, such as the Multi-faith Ammerdown Community near Bath (www.Ammerdown.org). Buddhism could be a special topic for study in that it teaches that one can only obtain PEACE OF MIND through the reduction of desires. Pupils could study the life of the Buddha and in particular his inward journey towards the state of desirelessness.

DRAMA

At all levels, both Junior and Secondary, pupils could write and enact plays based on the lives of people that have demonstrated great PEACE OF MIND in their work, such as The Buddha, Mahatma Ghandi and Mother Theresa. They could perform the plays on PEACE OF MIND DAY.

PSHE: The theme of PEACE OF MIND could be introduced by asking pupils to look at their favourite ways of letting go of stress. Pupils could be encouraged to consider the difference between escapist behaviour, which give temporary relief and activities which actually go to the root of the problem. Suitable examples of positive activities could include Yoga and Meditation, Tai Chi, Crystal Healing and Aromatherapy. Ideas from the pupils could be displayed on a chart in a prominent place before PEACE OF MIND DAY. A suggestion box could be left underneath the display so that other pupils could contribute ideas. These suggestions could later be read and discussed by the PSHE classes and ideas incorporated into the final version of the wall chart to be displayed on PEACE OF MIND DAY.

GEOGRAPHY

At Junior level, children could study hurricanes. They can be shown that in the centre of each depression there is a still area despite the force of the winds surrounding it. The teacher could explain that if we go within ourselves we too could find a still place. Children could also do a project on natural phenomena that undermine the PEACE OF MIND. They could write to various world charities, such as OXFAM, The Red Cross and Concern, to see how they are trying to support people who are afflicted by natural disasters. They can display the projects on PEACE OF MIND DAY.

At Lower Secondary level teachers could use the topic of natural disasters and the way that their effects can be lessened through human intervention. Suitable topics would include volcanoes, earthquakes, flooding and drought. In meteorology, they could also look at the phenomena of the "eye" at the centre of depressions.

At GCSE and A/S levels, pupils could study human responses to potential and actual disasters. Suitable areas to study would be plate tectonic, climatology and rivers.

HISTORY

At junior level pupils could look at inspirational figures in History that have worked towards bringing PEACE OF MIND to people. This could not only include those who worked towards bringing PEACE to their own or other countries but also those who tried to improve people's living conditions. Suitable examples could include, Ghandi, Nelson Mandela, Martin Luther King, Elizabeth Fry, Florence Nightingale and mother Theresa.

At GCSE level pupils could look at the PEACE initiatives involving topics such as the Irish Question, American Civil War, Arab/ Israeli Conflict, World War I and 2 and Vietnam.

At A/S and levels, pupils could look at various social movements that have been aimed at improving the lives of people. Suitable examples could include the Movement for the Abolition of Slavery, The 19th Century Reform Movement in Britain, The New Deal in America, Women's Rights, Human Rights and the Anti Apartheid Movement.

ART

At Junior level, children could make collages, paint pictures or make models to illustrate or symbolise PEACE OF MIND. Children could also draw a picture of a lake with ripples on its surface or a pond with concentric ripples to illustrate how the mind can be disturbed easily.

At Secondary level pupils may like to focus on the work of the work of artists such as Constable whose pictures convey PEACE. They could make Objects for the PEACE GARDEN such as Angels, Buddha's and water features.

At GCSE and A/S levels, pupils could study Mandalas as an art form that is used to take the artist and viewer away from the bustle of the world to a serene inner centre. A suitable book for reference is "Mandalas", by Laura Watts. (ISBN 1-84215-334-X) Teachers can explain how the Mandala can be used as a tool to guide us to the core of stillness that lies within ourselves.

Projects on Mandalas could include: Mandalas in Ancient Patterns and Labyrinths, Celtic and Christian Symbols, Navaho and Tibetan Sand Paintings, Native American and Bhuddist Mandalas, Hindu Yantras, such as Dynamic Tight Tracerics and Spirograms and Mandalas, the Human Mandala, and Mandalas in nature such as snowflakes, flowers, shells and tree rings.

DESIGN TECHNOLOGY

Pupils could design and make inspirational objects for PEACE OF MIND DAY. These could include badges, a school plaque (see quotes) or some other representation of PEACE OF MIND through a sculpture, collage, tapestry or other medium. They could make objects for the PEACE GARDEN such as wind chimes, mobiles, arches screens, benches and water features, angels and Buddhas. (See whole school) They could also make Native American Mandalas in the form of Dream Catchers and Tibetan Humming Bowls.

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 of time.

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

- “What do you do to help you get peace of mind?” “If do something against your conscience do you keep on loose your PEACE OIF MIND?” *yes, no sometimes, never.*”
- Do you think that it is important to mantain PEACE OF MIND with your school work.” *Yes, no, sometimes, not sure.*
- “How do you feel when you have PEACE OF MIND and have finally made a break through?” *OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).*
- “Why do you think that people often give up easily?” *only think of negative things, don't value themselves enough, have not been shown how to persevere? (You may tick as many boxes as you want).*

At GCSE level pupils could be set work based on the trial and error method. The teacher could use the opportunity to focus on the benefits of positive thinking. It may also be useful for the teacher to explain that making mistakes can be a positive aid to learning because we are discovering, in the process of making “mistakes”, what is useful to us in our quest to obtain a correct solution. By discarding what we do not need we arrive at a final solution to the problem through the process of illumination. The teacher could draw parallels with daily life and how we need to persevere in shedding the skins of fear and desire before we can feel more contented and fulfilled in our quest to discover who we really are.

BIOLOGY

At Junior and Secondary level children could look at the effect of different kinds of sounds on plants. Pupils could conduct experiments to see which sounds are beneficial/ not beneficial to plant growth.

At GCSE and A/S levels, the topic of PEACE OF MIND can be explored through looking at the effect of sound on different organisms, as well as plants.

At A/S level pupils could look at the importance of Quantum Medicine and its impact in the field of Biology. Deepak Chopra's book “Quantum Healing” could be used as a source for investigation.

CHEMISTRY

At Secondary level pupils could be asked to write to the environmental organisations Green Peace and Friends of the Earth. They can ask for information concerning how their organisations have been helping to bring PEACE OF MIND to people, by their attempts 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. Pupils could look at everyday household use of chemicals in terms of them being environmentally or otherwise. They could write to Ecover for more information on biodegradable products. (Ecover 165 Main Street, Newgreenham Park, Berkshire, RG19 6HN) Pupils could give suggestions as to how they could contribute as individuals to “cleaning up the planet”, by for example using non- biological washing powder.

At GCSE level, pupils could explore the theme at greater depth. They could study the effects of enzymes on the environment and other chemical pollutants. They could create a flow diagram, with suggestions as to how individuals can reduce the amount of chemical pollution they create. This could be displayed on PEACE OF MIND DAY.

A/S level this theme could be explored at greater depth. Pupils could also study viscosity. The teacher could relate it to everyday life; in that the more flexible we are the more we can flow through life just as more viscous the liquid the greater the flow, even around obstacles in its path. They could also look at different chemicals in terms of stability/instability. The teacher can point out that the mind can be very unstable and active if we allow it to be so. It can be compared to a chemical that is potentially very unstable and therefore it is safer, we should ensure that it is constantly kept in a stable condition.

PHYSICS

At Junior and Lower Secondary levels the theme of PEACE OF MIND can be introduced by doing experiments that give rise to disturbances, such as adding bicarbonate of soda to water. The teacher could draw parallels to life. The teacher could compare the bicarbonate of soda to the trigger that prompts us to react with emotion. The water bubbles can be compared to the action of the mind, creating thoughts. As the bubbles burst into the air, we see that they are impermanent; the air contained in the bubble joins the air around. The bubble appeared different to the surrounding air, but in reality, there was no permanent separation. In the same manner, we perceive ourselves to be separate from the whole but this is a delusion. Pupils can also look at how sound waves can produce disturbance and even damage.

At GCSE level pupils can investigate the phenomena of the “eye” in a depression or in circles on water. They can look at the forces that give rise to such phenomena.

At A/S level pupils could study the way that solar power can be used to run water features and lighting for the PEACE GARDEN. Working models could be designed and then constructed, as a joint project with pupils studying A level Design Technology.

MUSIC

Pupils could do a project on the relationship between sound vibrations effects on PEACE OF MIND. Pupils could investigate the use of sound to bring PEACE OF MIND. They can investigate traditions from various countries. Suitable examples include: the practice of Nada Yoga, where certain sounds, in particular “om” (Hindu tradition) or “hum” (Buddhist tradition), are vibrated to still the mind; toning through the use of humming bowls, (N and S American Red Indian traditions) and the use of chimes, (Tibetan, Chinese and Japanese Buddhist Traditions). At GCSE and A/S levels, various forms of music can be compared to show their effect on levels of PEACE OF MIND. Examples could include Serialism, (such as that by Stravinsky, where a tone row is used to randomly create compositions), Taise Music and Indian Bhajans. They could also compare the gentle music of composers such as Mozart, Brahms, Debussy, and Enya with the more intense music of composers such as Stravinsky, Dvorak and forms of music such as new metal music.

LANGUAGES

At Junior level pupils could make up a simple play based on the theme of PEACE OF MIND.

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

At GCSE level, pupils could write about creatures such as dolphins and doves that are associated with PEACE OF MIND. They could also write about a peaceful place where they go to find PEACE OF MIND.

At A/S level, pupils could write an essay or a talk on the theme of PEACE OF MIND. Great French heroes/heroines, who worked to bring PEACE OF MIND to people, could be subjects for essays or talk. Suitable examples would be Joan of Arc or ordinary people such as the members of the French Resistance during the Second World War.
