
Sathya Sai Education in Human Values, UK

Newsletter March 2002

Welcome to the March 2002 issue.

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NEWS STORIES

School Presentation draws good response

Rolando Ciaravaglia reports on a SSEHV Presentation held at a School in North West London on 2nd March 2002:

“The Presentation was organised by Joyce Power who had invited around 50 parents and several teachers. Joyce is a qualified teacher and has been running a Saturday SSEHV class for the past 5 years.

The room was full. My 25 minutes presentation covered the characteristics and the need for the Programme together with an outline of the 5 values and the 5 teaching techniques.

This was followed by a model lesson plan delivered by Mrs Prathiba Malde who teaches SSEHV regularly at a local weekend school. The outline of the Training programme was described by Pamela Nash, the Regional Lead-Trainer, and experiences about the effects of the Programme were shared by others.

The audience participated eagerly in all the activities and sung vigorously during the demonstration of the group singing component. Many congratulated us for the interesting presentation and sought further information about the Programme in general. Many were also interested in the training for parents and teachers and took at least 10 application forms to participate in the next training session to be held by Carole Alderman in Pinner. Some enquired about ways of introducing the Programme in other local schools.

Refreshments were served at the end of the session. This was also an opportunity for the audience to view the SSEHV exhibition of posters and the range of teaching resources”.

Training Feedback

The following testimonial was received recently from Frank Allen, a retired Fire-fighter, who attended one of the free SSEHV training courses.

“...There is of course a frightening amount of criminal activity by young people these days and both schools and religious institutions are having a struggle to reverse this. Of course it is quite easy to state that it's a simple matter of knowing the difference between right and wrong, but an entirely different matter to instill this into these young people.

I feel quite strongly since being on the SSEHV training programme...that this organisation has a good approach to dealing with the situation, along with time and a lot of hard work as usual.

I attended the course at The Friends Meeting House, Queens Road, Leicester.

As the days passed by on the course, I quickly began to realise that one could not expect improvement from others unless I also was aware of improving myself. For example, what would be the point of telling children that it is wrong to lie and then in the rest of your own life doing just that whenever it appeared to suit you. So, having stated that typical example, and there are of course many others on how to live correctly, I find myself each day often pulling myself up and stop to think when I might have done certain things that would have been hypocritical.

...Recently I have been helping out with more experienced colleagues to assist them to run an SSEHV class for a group of young people between the ages of seven and sixteen years...I never thought that I would so thoroughly enjoy working with young people as I have done over these recent weeks. The messages that are imparted to them are done quite low key with story telling, music, games and other creative activities.

I feel that if this type of education were to be introduced into the regular education system it would be a significant turning point in this country and could only lead to much needed betterment in society for the children themselves, their parents and all who come into contact with them.”

F.R. Allen

LESSON PLAN EXERCISES

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

Perseverance - related values:

LOVE:

Acceptance, Dedication, Devotion, Forbearance, Forgiveness, Friendship, Generosity, Kindness, Patience, Reverence, Sacrifice, Sharing, Sympathy, Thoughtfulness, Tolerance.

TRUTH:

Fearlessness, Integrity, Intuition, Justice, Optimism, Quest for knowledge, Reason, Trusting, Truthfulness, Unity of thought, words and deed.

RIGHT CONDUCT:

Self-help Skills: Self-reliance.

Social Skills: Good relationships.

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

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

NON-VIOLENCE:

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

Social: Citizenship.

Backround to Theme, by Zita Starkie, Primary School Teacher

According to the Webster's Dictionary, to PERSEVERE means to persist in a state, enterprise, or undertaking in spite of counter influences, opposition, or discouragement. In the Chambers Thesaurus PERSEVERANCE is defined as persistence, determination, resolution, doggedness, tenacity, assiduity, dedication, commitment, constancy, steadfastness, stamina, endurance and indefatigability. To PERSEVERE is described as to continue, carry on, stick at it (in formal), keep going, soldier on, persist, plug away, (informal), remain, stand firm, stand fast, hold on and hang on.

When we are PERSEVERING with something, it is difficult not to get frustrated and even angry or sad because we cannot get what we want, when we want it. Often we become like little children who stamp their feet or throw a tantrum because we are not getting our own way. We may become very despondent and decide to give up. We tend to judge the obstacles that get in the way of our personal game plan, as being bad; especially if we have spent a lot of time and effort working towards a particular end. Sometimes we feel that our efforts are being wasted because we may have to go over the same thing time and time again.

It is particularly useful if we remain aware that it is not just the product of our actions that is important, but it is the process as well. In fact as we learn to let go of the fruit of all our actions

we become more concerned with the process rather than the product. This means that we concentrate our efforts on doing everything that we do regardless of what happens on the way. By recognising difficult experiences in terms of a new learning curve we are develop will power.

This will power or spiritual muscle can then help us to be strong in all other times of adversity. We learn patience, fortitude and develop courage. We learn to swim up stream rather than float down stream. We learn to keep our equanimity in the most trying of circumstances and under the most difficult conditions. PERSEVERANCE demands unconditional love; love towards others and towards our selves. It requires great tolerance, understanding and a sense of humour, so that we are not afraid to laugh at our mistakes or at the seeming absurdity of a given situation. Often it requires an element of surrender because we may have been going about something in an incorrect way.

We may have to change our approach or to seek guidance from others. This can be difficult for us if our ego gets in the way. We may experience feelings of insecurity and become worried that we are no longer in control. This emotional responses which can undermine our ability to PERSEVERE as we dissipate our energy in worry, frustration anger and sorrow. Without PERSEVERANCE, however, we would not be able to continue in our important task of educating, guiding, protecting and generally supporting those in our charge.

PERSEVERANCE is a difficult value to adopt not only because of all that requires from us but also because it often requires a certain degree of discrimination. It may be that when we are PERSEVERING with something that it is not necessarily appropriate to do so. In other words if we were following a particular desire it may not be the correct thing to do. It may be the wrong time to do it or it may be that we should abandon the whole idea altogether. The difficulty often lies with knowing whether we should continue with something or not, even if we have the energy or inclination to continue. At times like this all we can do is to turn within and look for inner guidance. Once we enter that still place of clarity the answer generally is sent through to us. Ironically enough we often need PERSEVERANCE to allow ourselves to become still enough to receive the answers to our questions!

PERSEVERANCE forms a strong foundation for all our actions and by practising this value we become good role models for children so that they can learn to build their own solid foundations.

QUOTES

If at first you don't succeed, try, try again (Proverb)

Life is a challenge; meet it. (Sai Baba)

When the going gets tough the tough get going (Proverb)

Practice makes perfect (Proverb)

My brothers count it pure joy when you are involved in every sort of trial. Realise that when your faith is tested this makes for endurance. Let endurance come to its perfection so that you may be fully mature and lacking in nothing (James 1: 2-4)

When a period of adversity reaches its end, remaining firm within with integrity promises success. Adversity comes to an end but you must still show perseverance and courage to eliminate the last obstacles; only then will you be able to rejoice (The I Ching)

When someone masters something it becomes a part of that person. It becomes part of the individual's thought and creative process. It adds the quality of its essence to all subsequent thought and creativity of the individual. (Ronald D. Davies)

STORY

The Slug *by Kay Challenor-KaiAmea*

“But Mrs. Thompson, what is perseverance?” wailed a frustrated Tommy.

His teacher smiled. “That is part of the project Tommy. You need to look up the word and then find examples to show that you understand its meaning.”

She looked out across the classroom of children, “ok then class, I expect your assignments in next week prompt!”

There was the sound of chairs being dragged over the floor as thirty children stood up to leave the room. Tommy stood up with them, his head overactive and muddled. What on earth was he going to write about?

“Cheer up Tom.” Said his friend Darren as they walked home from school, “just look up the word in your dictionary. It will give you a start and spark off some ideas.

Later that evening Tommy reached for his dictionary and looked up Perseverance.

“Perseverance vi. Persist, maintain effort.”

Then Tommy looked up the definition of persistence as well.

“Persistence vi. Steady, continuing in spite of obstacles.”

That appeared to be pretty clear. All he had to do now was to decide what to write about. Tommy sat and thought, but the only thing that he could think of was how he had to sit and be polite when his relatives came to visit. “That requires effort and perseverance” he thought glumly, “but I don’t think that was what Mrs Thompson had in mind.”

Tommy went to bed that night still thinking about his project and his head was still full when he met his friends the next morning for their Saturday game of football on the playing field. Tommy was so preoccupied that he missed several shots at goal. His friends noticed the he was not paying attention.

“You would never make a pro!” they jeered, “They have to be focused and alert all the time!”

A light went in Tommy’s mind. “That is it!” he thought. “A football player must have perseverance. They have to be dedicated to their game and practice every day to maintain their standard of play. Maybe I could write about that?”

For a while Tommy was satisfied and he relaxed to enjoy the rest of the morning with his friends. That afternoon however, when he sat down to write, he just could not seem to find the right words.

“Oh bother!” he muttered and slammed his pen down in frustration.

His eyes fell onto his bookshelf and looking along the titles Tommy pulled out one titled, "Famous People Of Our Century." He casually flicked through the pages, scanning the different drawings and photographs of famous men and women. Explorers, scientists, inventors, aid workers dedicating to helping the sick in foreign countries, the pages were full of people who had achieved success, making a mark with their lives through their own dedication and effort.

"Hum, these people all must have had perseverance. Perhaps I could write about one of them," he pondered.

"Tommy. Your sandwich is ready. Come and eat it outside, it is lovely in the sun!"

Tommy picked up the book and went downstairs to join his mother in the kitchen.

"What have you got there?"

"Oh, I have to write a project on perseverance and I thought that I could write about a famous person. Maybe Mother Teresa, or Louis Armstrong."

"Sounds good," replied his mother. Then laughing she continued, "perseverance for me is waiting in a shopping queue, knowing that I have a hundred and one things to get done before you come home from school!"

Tommy laughed along with his mother, but his mind was very alert. His mum had a point. He was beginning to understand perseverance more clearly. It was different for different people. It seemed that everybody had to use effort and persistence in order to get things done in their life. The greater the task to be accomplished, the greater the level of perseverance a person needed to have.

Tommy began to get excited. He grabbed a pen and paper and carried them along with his book and sandwich, out into the garden. The sun was quite bright and reflected onto the open pages of the book, giving them a glare that hurt his eyes. So Tommy changed his position and moved to sit in the shade of the shrub bushes by the garden wall. He sat munching on his sandwich, relieved that he finally had an idea of what to write about. He could really make his project good!

As Tommy sat, his eyes caught the movement of a large brown slug slowly making its way over the soil at the foot of the wall. Steadily it moved forward, making its way carefully over and large clump of soil or stone that was in its way, showing determined effort to progress towards its destination. Then, to Tommy's amazement, the slug turned to a shaded part of the stonewall and began to climb. Its brown leathery body clung to the surface of the stone as it vertically ascended. Tommy stopped eating; his sandwich paused half way to his mouth. He willed the slug to make it and not to fall off.

"Wow!" he thought, "that is a definite show of perseverance!"

His own insight startled him. It was as though the whole of creation had a degree of perseverance. All the animals, birds, creatures of the ocean, insects and even plants had perseverance in order to survive and reproduce.

"Goodness me," Tommy whispered to himself, "no wonder perseverance is so important. Now I understand!"



Questions:

1. What does “perseverance” mean?
 2. In what way have you ever persevered?
 3. How did Tommy’s football game help him?
 4. What did Tommy discover in his book?
 5. Name some famous people who you feel have shown perseverance.
 6. What was Tommy’s final insight into perseverance?
 7. How did Tommy show perseverance with his project?
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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 PERSEVERANCE.

Perseverance by Zita Starkie

I thought I'd never do it
I tried and tried so hard.
I thought I'd never do it
Thought the way for me was barred

I lifted up one leg
Then I leaned across the post.
With all that effort
My hands were warm as toast.

I'll help you if you like
Said Mum, putting out her hand.
No thanks; I'll do it on my own.
I know you understand.

The style was high and narrow
And I was so afraid.
But I knew if I tried hard
My fear of it would fade.

Then Wow! I was standing,
Standing on the style.
You see, Mum, I could do it
It only took a while.

POEM

This poem is for secondary level.

One more time by Zita Starkie

Been sitting here so long.
It's still wrong.
What a day!
Wanna run away

Yet part of me
Says stay.

It's been so very hard.
Feel on guard.
Sit and sigh
Wanna cry

Yet part of me
Says Try.

I'm lost in Confusion.
Paranoiac delusion
It's hell
When's the bell?
Want to yell

Yet part of me
Feels well.

So I do find
When I still my mind
I can steer
Clear of fear
Wipe a tear
Get in gear.

I'm back. It's clear.
I'll persevere.

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as PERSEVERANCE 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 PERSEVERANCE. This could take the form of telling them about the lives of some inspirational people such as Helen Keller or Steven Hawking, who overcame tremendous difficulties because they persevered with their aims and followed their dreams.

Pupils from different years could be asked to talk about how they overcame difficulties and obstacles to achieve something. The school may want to link this with an awareness day on Disabilities, focussing in particular on the way people have overcome them and used their disability to spur them on to great achievements. A team could be set up to organise the project. One area that could be highlighted is dyslexia. A useful source for positive material could be the book "Dyslexia" by Ronald D. Davis. Davis, himself suffered from dyslexia and autism but rose above his, so called, disability to pioneer a revolutionary method for helping to "re-orientate" and "focus" dyslexics and to educate teachers in to a new and more positive understanding of dyslexia. By raising awareness about dyslexia schools would contribute greatly towards supporting many of their own pupils in their challenge to come to terms and overcome dyslexia. An ox could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have displayed PERSEVERANCE with their studies or in other areas such as positive behaviour.

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." Patience and Self-discipline", 1.18, "Courage" and Book 2, Lesson 2.4 "Optimism", 2.14 "Inner strength" 2.15 "A positive Attitude and 2.19 "Courage and Confidence".
- The songs "Come Take my Hand"(track 19) and "It's splendid" (Track 20) can be found on CD 1. The following can be used from CD 2: "Optimism" (Track 4), "Come and Take my Hand" (Track 5), "Umbrellas of Love" (Track 12) and "Cheerfully Sing" (Track 13).
- The first of the above poems, "Perseverance", can be used in a similar way.
- Dipak Fakey's Human Values board -games (available from SSEHV Promotions Ltd) is also a very useful source for activities.

Pupils could be asked to talk about the benefits of PERSEVERANCE. 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 PERSEVERANCE. Possible titles could include, "The day I finally managed to..." "We got there in the end" and "I never gave up". 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, " 3.10 "Perseverance", and 3.13 "Learning from Mistakes". The second poem in this newsletter, "One More Time", can also be used as a basis of stimulus and discussion.

A play could be written as a joint class project concerning the theme of PERSEVERANCE. Two contrasting families could be portrayed; one that does not PERSEVERE and one that does. Essays and poems can be written that are related to the topic. Possible titles could include, "If at first you don't succeed, try, try, again", "They said it could never be done" and "I did it!"

Projects could also be set on the life and works of Hans Christian Anderson who showed great perseverance and courage in rising above dyslexia to become a great writer. (See whole school project.)

At GCSE level, pupils could give a talk about PERSEVERANCE or the lack of it. A debate could be arranged, Topics could include: “Pupils of this school prefer to float down stream rather than swim upstream”, “Television and Computer games provide escapism so children are not encouraged to persevere with difficult tasks.”

Letter writing practice could involve the theme of PERSEVERANCE. Pupils could be asked to write letters of praise and congratulations to people that they feel have persevered in a particular field or have overcome a great disability.

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

- In *“To Kill a Mocking bird”* by Harper Lee, Atticus PERSEVERES in his attempt to get justice for his black client despite criticism and opposition from the local community and his own children.
- In *“Mice and Men”*, by John Steinbeck. George PERSEVERES for a long time, trying to get Lennie to behave as a socially acceptable person.
- *“A View From a Bridge”* by Arthur Miller demonstrates how lack of PERSEVERANCE in relationships can lead to disaster; when Eddie falls out with Rudolpho all the main characters are adversely effected by his behaviour and he himself ends up loosing his life.
- In J.B.Priestley’s novel, *“An Inspector Calls ”*, the Inspector PERSEVERES in his quest to find out who really is responsible for the suicide. He is very thorough in his investigation despite obstacles placed in his path by most of the characters in the novel.
- Shakespeare can also be used to explore the theme. In *“The Merchant of Venice”* Portia PERSEVERES, and succeeds in her quest to save Antonio from having to give Shylock a pound of his flesh. In *“Macbeth”*, Macbeth is seen as a hero at the beginning of the play due to his PERSEVERANCE against the enemies Scotland. Later the forces of good, led by Malcolm and Macduff eventually manage to overcome evil, freeing Scotland, from Macbeth’s tyrannical reign, after a long and hard struggle.
- In poetry, the poem *“Dolce et Decorum Est”*, the war poet Wilfred Owen describe how soldiers keep going despite all their suffering because it is their duty. *“The Charge of the Light Brigade”*, by Alfred Lord Tennyson, also is a testimony to men who persevered in their duty despite the fact that they knew that they were riding to their death.

At A/S level, pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “ PERSEVERANCE builds character”, and “ We can only learn to PERSEVERANCE from good role models. ”. The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles. Pupils could also research the life and works of the Dyslexic writer W. B. Yeats as part of their contribution to disability awareness. (See whole school project.)

In the A/S Literature course the theme of PERSEVERANCE can be explored in different ways.

- In *“She Stoops to Conquer”* by Oliver Goldsmith, stock characters such as the pair of young lovers PERSEVERE towards achieving their own goals .
 - In *“The Bee Meeting”*, Sylvia Plath illustrates how a woman can PERSEVERES in her attempt to get to know other women. Pupils can consider how far this attitude of
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PERSEVERANCE is typical of the women that the author depicts in her other writings: *“Wintering”* and *“A Birthday Present”*.

- G. B. Shaw’s novel, *“St. Joan”* and
- John Bunyan’s, *“Pilgrim’s Progress”* can be used as books which are inspirational in their content because the main characters strive unceasingly to serve what they consider to be right and good. By contrast pupils could also consider how an attitude of PERSEVERANCE may not always be appropriate .
- The novel *“Wuthering Heights”*, by Emily Bronte illustrates how Heathcliffe’s obsessions caused suffering to himself and any one he came into contact with.
- Orwell’s novels *“Homage to Catalonia”*, *“Animal Farm”* and *“Nineteen Eighty Four”* also illustrates how PERSEVERANCE with a cause that is not righteous can lead to great suffering at the hands of a repressive government.

RELIGIOUS EDUCATION

A multi-faith activity could be set up for PERSEVERANCE DAY. The lives of great spiritual teachers whose lives have been a shining example of PERSEVERANCE, such as Jesus, Joan of Arc, Buddha and Rama could be depicted in pictures, stories and poems and A programme involving music poetry song and small sketches could serve to illustrate the theme of PERSEVERANCE. This programme could be presented to parents and even to the general public as an attempt to promote religious harmony within the local community.

At Secondary level, John Bunyan’s book, *“Pilgrim’s Progress”* and *“Love, Joy and Peace”*, the biography on Mother Theresa, could be studied for the inspiration they provide. Pupils could look at ways in which leaders and representatives of world religions strive unceasingly to work for peace and co-operation in the world.

DRAMA

At all levels, both Junior and Secondary, pupils could enact plays based on the lives of people that have demonstrated great PERSEVERANCE in their work to help humanity, such as Gandhi, Martin Luther King, Mother Theresa, Helen Keller and Louis Braille. The topic could also be linked to awareness of Disability, and in particular dyslexia, (see whole school) Talented dyslexic performers such as Cher, Woopi Goldberg and Susan Hampshire could be used as inspirational figures.

PSHE

The theme of PERSEVERANCE could be introduced by asking pupils to research and discuss the way that certain well known people have overcome difficulties and have excelled in a particular area. Gareth Gates on Pop Stars would be a suitable example. Many children and young people followed the series and watched Gareth rise above his speech impediment not only to talk in front of millions of viewers but also to end in second place in the competition.

GEOGRAPHY

At Junior level, children could study ways in which water PERSEVERES in its aim of reaching the lowest level by looking at run-off, streams and rivers.

At Lower Secondary level teachers could use the topic of Vulcanicity showing that viscous lava flow more freely than other forms of lava; no matter what obstacles are put in its path to block it the flowing magma it finds its way over or around. Parallels could be made with the pupil's attitude to their studies.

At GCSE and A/S levels, pupils could study man's attempts to carry out agriculture in inhospitable areas by using strategies such as terracing, irrigation, reclamation. GCSE and A/S projects could also be seen as an opportunity for teachers to encourage students not to get despondent about their work -load but instead to learn to pace themselves by breaking down the project into manageable sections.

HISTORY

At junior level pupils could look at inspirational figures in History that have overcome difficulties through tremendous PERSEVERANCE such as Hannibal and Sir Edmund Hillary. Ghandi and Nelson Mandela would be suitable examples for study at Secondary level and pupils could also look at the lives of dyslexic military/political strategists (see whole school project) such as General George Patton, Winston Churchill and Michael Hesaltine.

At GCSE level suitable topics could include Chartism, the 1832 Reform Act, Child labour and the 19th Century Factory and Mines Acts, Roosevelt's "New Deal", India's Independence, The struggle against Apartheid, Women's Rights.

At A/S level pupils could look at long term struggles to bring peace into certain areas of the world. Examples could include Ireland, the Arab/Israeli Conflict and instability in post-colonial Africa.

ART

At Junior level, children could make collages to illustrate ways in which certain famous people have overcome difficulties to shine or achieve in particular area. This could take the form of photos; drawings or paintings which could be displayed FORBEARANCE DAY.

At Secondary level pupils may like to focus on the work of the dyslexic artists Leonardo da Vinci and Walt Disney (see whole school project).

At GCSE and A/S level Still Life work would be a suitable topic to introduce the theme of Perseverance. Pupils can become easily despondent when they try to make an exact copy of whatever they are drawing because, of course, it is an impossible task. Teachers can advise pupils to break down and simplify the task in front of them. They can look at it from different perspectives: light, shape, texture, form and movement. This exercise would not only give pupils an opportunity to develop a deeper understanding of what they are drawing through exploring different skills, but would also help them to find out where their strengths and interests lie.

DESIGN TECHNOLOGY

Pupils could be asked to design and make inspirational objects for Perseverance day. These could include badges, a school plaque (see quotes) or some other representation of FORBEARANCE through a sculpture, collage, tapestry or other medium. (See whole school)

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 FORBEARANCE. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for FORBEARANCE 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:

- “If you cannot understand or do something straight away do you keep on PERSEVERING?” *yes, no sometimes, never.*”
- Do you think that it is important to PERSEVERE with your school work.” *Yes, no, sometimes, not sure.*
- “How do you feel when you have PERSEVERED 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 level children could study spiders; in particular looking at how spiders will spin their webs over and over again if the web is damaged or removed. The story of Robert Bruce and the cave spider can be used to reinforce the value.

At Lower Secondary level pupils could study blood circulation; in particular how the heart perseveres in pumping the vital blood round the body even to the body extremities. They could look at the obstacles that the heart has to work against such as gravity and poor diet causing the blood vessels to restrict.

At GCSE and A/S levels the topic of FORBEARANCE could be linked with the struggle against the effects of pollution on plants and animals. A suitable link could be involve biological implications of acid rain on plants and fish and its impact on the food cycle. It could also be linked with work related to the cycle of carbon and oxygen. Suitable questions for pupils to consider could include: "In which ways would the destruction of plants effect the composition of the atmosphere?" In human biology pupils could investigate ways in which the body PERSEVERES to maintain health, stability and equilibrium in the face of adversity through the processes of constant renewal and by defence mechanisms.

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 to ask them how their organisations have been PERSEVERING in 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. At GCSE level, pupils could explore the theme of PERSEVERANCE through at ways in which Chemistry has been used as a way of addressing the problems caused by pollution. A suitable exam revision question could be, "Portable high voltage generators are used to give insecticides a positive charge before they are sprayed on to the fields. This makes the liquid break up into smaller droplets and causes the spray to become finer. (a) Explain why positive charge on droplets makes the spray spread out. (b) Explain fully how plants themselves become slightly charged. (c) Suggest two reasons why it is an advantage to both farmers and the environment to use very small droplets during insecticide spraying.

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.

PHYSICS: At Junior and Lower Secondary levels the theme of PERSEVERANCE can be introduced along similar environmental lines outlined in the above section on Biology. In other words why and how we can PERSEVERE with those actions which lead to a reduction of pollution. Pupils can be asked to investigate how fossil fuels are produced and to look at the reasons why less fossil fuels should be used. As part of their contribution to disability awareness (see whole school project) students could research the life and achievements of the dyslexics: Albert Einstein, Thomas Edison and Alexander Graham bell.

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

At A/S level pupils could study pioneering inventions that have helped overcome some disability. An example of this could be Walt Woltose's Voice Synthesiser, which has enabled people with nervous and muscular disorders, such as multisclerosis to communicate with others in a clearer way.

Pupils at all levels could be inspired by the life story of the Physicist Steven Hawkins who overcame his disability of motor-neurone disease to become a world renowned and well respected Physicist/writer.

MUSIC

Pupils could be encouraged to PERSEVERE with their practical skills such as voice training and music scales. They could also be encouraged to view any “obstacles” to their musical progress or ability to perform as actually beneficial, in the long run, to their training. For example rather than being put off by another singer /musician’s inability to perform well, the pupil could use it as a training exercise to further develop his/her own powers of concentration.

LANGUAGES

At lower Secondary level pupils could be asked to enact a play based on the theme of PERSEVERANCE. Key words related PERSEVERANCE 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 spiders, ants and birds that PERSEVERE. They could also write an essay based on their own experiences or tell the story of someone/group who PERSEVERED to overcome a hardship.

At A/S level, pupils could write an essay or a talk on the theme of PERSEVERANCE. Great French heroes/heroines such as Joan of Arc or ordinary people such as the members of the French Resistance during the 2nd World War could be subjects for essays and for talks.
