

Welcome to the March 2003 Issue.

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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](mailto:sathyasaiehv@dial.pipex.com)

Website: [www.sathyasaiehv.org.uk](http://www.sathyasaiehv.org.uk)

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## NEWS STORIES / ARTICLES OF INTEREST

### **US Study Confirms Child Behaviour Link to On Screen Violence.**

A new study from the US has revealed strong links between what a child watches on television and his/her behaviour.

The fifteen year study shows that if a child watches violent scenes on television or identifies with the violent on-screen characters, they are four times more likely to become involved in violence or crime.

The study, printed recently in the Journal of Developmental Psychology, published by the American Psychological Association stresses that it is one of other contributory factors.

It points out that one in five children is affected by on-screen violence.

It says that it can lead to criminal activities later in life also. But the researchers found the most violent shows did not have the strongest effects, but rather, the shows children liked the best did.

The researchers were especially struck by their finding that it is a child's identification with characters rather than the degree of violence that predicts later aggression.

The psychologists said if parents watch television with their children and discuss the differences with reality, they may be able to temper the effects of TV violence.

They interviewed Chicago-area children aged 6 to 10, their teachers and parents, and analysed their television viewing habits.

They waited for 329 of them to grow up and marry, then interviewed them again, talked to their spouses and checked criminal records.

Psychologists at the University of Michigan caught up with children first interviewed in 1977 about which violent TV shows they watched.

The researchers found that, fifteen years later, the men and women who had most watched, enjoyed and identified with violent television programs tended to be more aggressive.

"It is more plausible that exposure to TV violence increases aggression than that aggression increases TV-violence viewing," one of the researchers said in a statement.

"Also, the study suggests that being aggressive in early childhood has no effect on increasing males' exposure to media violence as adults and only a small effect for females."

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## Explaining war and terror to children

Many parents may be concerned with their children's reactions to the current news of war in the Gulf region. The impact of continuous war images and news on television and the media in general can have a very negative impact on young impressionable minds.

Children understand tragedies and fears in terms of their own developmental level and personalise it to their own experience. It is important to talk to children honestly and in ways they can comprehend. Bear in mind, however, that giving them too much information can be scary and confusing.

Some tips for parents of younger children are given below which may also be helpful to parents of children all ages, and is followed by more specific advice for older age groups:

1. Children need to feel safe. Sticking to familiar and regular routines provides the security and consistency that children need in order to explore and discover.
2. Young children's mental capacity to understand events and images of violence is limited. A preschooler, whose understanding of time and space is weak, may assume that what they are seeing on TV is close to home and so may become scared. As young children don't have the ability to filter what is coming through the news, their worries are created from bits of information that then take on a life of their own. Turn off the TV and reduce the minute-to-minute updates of the situation.
3. Very young children are sensitive to your moods and emotions. When a parent is anxious or worried, your child will pick up on it. Monitor your behaviour with others and keep your emotions in check. Children should not have to feel that they must be in control and taking care of their parent's emotional needs.
4. If your child appears to be worried, help her to identify those feelings by labelling them. It is important that young children learn from an early age that it is good to talk about feelings so that an adult can help. Give the child the words for her feelings, e.g., "I can see you are feeling scared, angry, sad, or worried. Let me help."
5. Keep calm when your child is upset. Remember, you cannot be helpful unless you are in control of your own emotions. If you acknowledge and validate your child's fears and emotions with a supportive hug, your child will learn that you are available and there for them when they need you most.
6. Be aware of any changes in behaviour or sleeping and eating patterns. Depending on your child's temperament and stage of development, anxiety and worry may come out as increased

clinginess, crying and aggression; fear of separation from a parent; quiet or withdrawn state; regression in toileting and thumb sucking; and finally complaints of head and stomach aches. Consult your family physician if some of these changes persist.

7. Children often express their fears or concerns through pretend play. Your child may enact aggressive or violent events in his play as a way to work through thoughts, ideas or emotions that feel out of his control. If your child becomes upset in this play, comfort him and suggest another activity, such as drawing, which is a good alternative outlet to express his emotions.

If the play becomes violent, intervene and talk to him about what he is thinking and feeling. Correct any gross misrepresentations and try to make him feel safe. If your child becomes obsessed with violent images for more than a few days, consult your family physician or a children's mental health professional.

8. Answer children's questions using words and concepts that are at their developmental level. Never dismiss a child's need to know and have his questions answered, but how you answer these inquiries is as important as what you say. It is important to stay calm even if the questions cause some discomfort. As the average preschooler's thinking is very concrete and egocentric, keep the information simple, limited to what they need to know and related to how they view the world (i.e., they will not grasp details or consequences). Reassure the child that adults in the world are trying to take care of a problem and that children do not have to worry.
9. Create a relaxing and positive environment for your child. Help your child to focus on happy and good things. Tension and strong feelings can be released by playing with water, sand or playdough and jumping on cushions. Read favourite stories and listen to music together. Most importantly, hug your child and let her know that you love him or her.

### **Talking to primary school children**

Six- to twelve-year-olds are more able to understand events outside their direct experience. They are able to read, so protecting them from information about events is unlikely. This is an age where it is important to listen to children's ideas and talk about feelings. They may understand some parts of the story very clearly and be totally confused about others.

### **Talking to secondary school children**

We are a culture saturated in media violence with few skills to deal with the feelings associated with real tragedy or fear and fewer ideas about productive responses. It is likely that many media-saturated teens will experience confusion about the reality of any given situation. Many may be avoiding talking about the situation directly because they don't know what to do about the fear, anger, confusion and sadness they are feeling.

It is important to bring it up with them and to ask them what they think about it and how they are feeling. You can also ask them about how they think their friends are handling it.

*Information and advice for pre-school children provided by [Invest in Kids](#), Canada, a charitable organization dedicated to ensuring the healthy social, emotional and intellectual development of 0-5 year olds.*

## How to Integrate Values into Curricular Work

Values help build the character of a child and values can easily be incorporated into subjects in normal teaching. Every subject can be a means of building good character and values can be integrated into every lesson. As teachers become more familiar with this concept and are practicing values in their everyday lives they will automatically be able to incorporate them in everything they teach. The following are a few examples from mathematics, science, geography, history and languages.

### Mathematics

Instead of just asking children to do sums, division or multiplication using numbers only, the teacher can make up a problem which will contain values.

Example 1:  $32 / 8 = 4$

Problem: My parents who are very caring, brought 32 apples home for me. Later seven friends came to see me and remembering that my parents had always taught me to share, I decided to share the apples with my friends. How many apples should be given to me and my friends so that each one has an equal number of fruits?

Example 2:  $20 + 25 + 30 = 75$

Problem: John can lift a weight of 20kg, Jan can lift 25kg and Bill can lift 30kg. If they are united and help each other, how many kilograms can they lift?

### Example 3

A straight line is the shortest distance between two points. Here the teacher can tell the children that we should learn from this and walk straight to our goal without deviation. We should not allow others to pull us down or distract us from our path.

### Science

Teaching science gives the teacher much scope to inculcate values.

#### Example 1

Using a balance, we see that an equal amount of weight on each side of the instrument is necessary for equilibrium. In the same manner, we must lead a balanced life, without doing things in excess.

#### Example 2

Everything in nature has a lesson to teach. Teachers can try to find a value connected with whatever they are teaching. Whilst blowing up a balloon, if the child blows too much air into it, it will burst. In the same way, if we are too greedy and eat too much we will have problems related to weight and health. Like the balloon which has too much air we will suffer.

## Geography

In geography we learn about the various countries producing different types of agricultural products, which are then exported. Teachers can explain how in this world we are all inter dependent on each other. Different races, cultures and religions can also be compared to different rivers all flowing into the same vast ocean.

## History

Famous historical figures whose actions have reflected human values can be presented as edifying examples for children. Stories about historical persons can be related even when they have negative connotations, as lessons can be learnt from all types of situations. Children can discover Values from everything in history rather than just facts and figures.

## Languages

It is very easy to integrate values whilst teaching languages. The stories or episodes to be read and translated can be based on good morals. Value orientated songs and poems can also be part of the lesson as they are very effective tools for teaching languages.

## Lesson Plan Exercises

### Introduction & Theme

This month's lesson plans are based around the value of SYMPATHY.

### RELATED VALUES

#### LOVE:

Acceptance, Affection, Care, Compassion, Consideration, Empathy, Forbearance, Forgiveness, Friendship, Generosity, Gentleness, Interdependence, Kindness, Patience, Sharing, Sympathy, Thoughtfulness, Tolerance, and Unselfishness.

#### TRUTH:

Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Sincerity, Trusting, Unity of thought, words and deed.

**RIGHT CONDUCT:** Social Skills: Good behaviour, Helpfulness, Politeness and Good relationships.

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

**PEACE:** Equality, Gratitude, Happiness, Harmony, Humility, Optimism, Patience, Reflection, Self-control, Self-esteem, Self-discipline, 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.

### COMMENTARY:

According to the Webster's Dictionary, SYMPATHY means having common feelings. It describes an affinity, association or relationship between persons or things whereby whatever effects one similarly effects the others. According to the Chambers Thesaurus the adjective sympathetic has the following synonyms; understanding, appreciative, supportive, comforting, consoling, commiserating, pitying, interested, concerned, solicitous, caring, compassionate, tender, kind, warm-hearted, well-disposed, affectionate, agreeable, friendly, congenial, like-minded and compatible.

### QUOTES

A trouble shared is a trouble halved (*Proverb*)

A friend in need is a friend indeed (*Proverb*)

The only way to have a friend is to be one (*Ralph Waldo Emerson*)

Love thy neighbour as thyself (*Jesus*)



## POEM

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

I feel for you by Zita Starkie

I feel for you  
'Cos you've been hurt  
You tripped and landed  
In the dirt  
Your bag is smudged  
So is your shirt  
It can't be nice  
I Sympathise.

I feel for you  
When you are teased  
Or when you're tiny hands  
Are squeezed.  
You're feeling sad  
And I'm not pleased.  
It can't be nice  
I Sympathise.

I feel for you  
When mum's away  
Or dad says you can't  
Go out to play  
Or when you're scared  
And hide away.  
It can't be nice  
I Sympathise.

POEM

This poem is for Secondary level.

Sympathy's Symphony by Zita Starkie

Just a look  
A smile from gentle eyes.  
Perhaps a softened word  
To go in to that empty place  
That lonely space  
Lighting gloomy face  
And filling hearts with love's sympathy.  
A symphony of kind caring  
Music melodies melting melancholy;  
Soothing sad souls  
Reassuring, restating  
Re-establishing the temple  
To it's former glory.  
Making merriment

## CURRICULUM SUGGESTIONS

### *WHOLE SCHOOL*

A day could be set aside as SYMPATHY 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 SYMPATHY. A picture of a loving hug could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have shown themselves to be particularly sympathetic.

A SYMPATHETIC Code of Conduct could be drawn up with agreement reached by consensus rather than majority vote. Examples could include:

- (1) Allowing a person to speak without interruption
- (2) Never putting anyone down or purposefully making them feel bad.
- (3) Not pointing a finger to get people into trouble.
- (4) Helping new children in the school
- (5) Giving someone a smile if they look sad
- (6) Not supporting bullies. (See Book 3.1)

Each class could agree approaches to bullying, racial, sexual or any other form of harassment. These could be read out in assembly. A general school policy about responding to victimisation of any kind could be drawn up based on all these. Poems showing the effect of bullying on children could be read out in assembly such as Mathew Sweeney's poem "On the wall." Pupils could be reminded about the importance of telling a teacher if they are bullied.

The work of people who have been SYMPATHETIC to others suffering could be highlighted in school assembly. Suitable figures could include: Elizabeth Fry, (Book 4.23) Harriet Beecher Stowe (book 3.9), Martin Luther King (SSEHV book 2.22), Helen Keller's work with Annie Sullivan (Book 4.10), Nelson Mandela (book 4.14), Elizabeth Fry (book 4.23) and Princess Diana (SSEHV Book 3.26).

Speakers could be invited to the school from various charitable organisations to talk about their work and how they first became involved because of their SYMPATHY with the victims they are now trying to help.

Pupils awareness could be raised in other areas related to the value of SYMPATHY. Suitable examples could include

- (1) SYMPATHY with our friends:
  - a. Do we really listen to others?
  - b. Do we put our own needs or the needs of others first?
  - c. How can we show our SYMPATHY for a friend who is in distress?
- (2) SYMPATHY for family members:
  - a. helping parents/carers, especially if they are ill or look tired
  - b. making and sending cards to relatives who are ill or to elderly members of the family
  - c. Being aware of others feelings and being SYMPATHETIC if they need quiet time.
- (3) SYMPATHY for the less fortunate in the local community:
  - a. Designing a garden for the blind.

- b. Giving a concert for disabled, blind, senior citizens, etc.
- c. Visiting a hospice for the terminally sick or a shelter for homeless people.
- d. Setting up class and whole school projects to help old people. The poems "Another small incident" by David Sutton and "Hello" by Sheenagh Pugh could be read out in assembly as part of a school initiative to look at ageism and the marginalisation of the elderly.

(3) The whole school could focus on ways of helping the elderly. Suggestions could include:

- (i) Putting on a show at a local residential home for the elderly and/or inviting elderly relatives of pupils and staff to attend a school concert or production especially in their honour,
- (ii) Writing letters and cards,
- (iii) Making pictures or other gifts for elderly people in homes
- (iv) Arranging work parties to help out in the garden or to do little errands
- (v) A speaker from Help the Aged or a local residential home for the elderly could be invited. For information the school could contact Help the Aged (St James Walk, Clerkenwell Green, London, EC1R 0BE)

(4) SYMPATHY for the wider world community: e.g. supporting aid projects in third world countries through various fund raising activities.

(5) SYMPATHY for the environment:

- a. A suitable area for focus could be recycling. (For more information on recycling download "how to comply with the landfill directive without incineration" or write to Greenpeace. Canonbury Villas, London N12PN) (
- b. An Eco project could be launched. The school could enter for the Eco-award scheme.
- c. A speaker could be invited from CAT and/or the Eco Centre to talk about the importance of being SYMPATHETIC to our environment. Eco-friendly pupils could write to CAT (Machynlleth Centre for Alternative Technology, N. Wales, Powys, SY20 9AZ Tel 01654 705982; Fax 01654703605; or email them on [mail.order@cat.org.uk](mailto:mail.order@cat.org.uk)). CAT provides Eco courses for pupils and guidance for teachers. For a list of courses and for mail order catalogues, or for information on books that are available, visit the website [www.ecobooks.co.uk](http://www.ecobooks.co.uk).

CAT's Education Department hosts 2500 children each year, and supplies these and schools with its own publications. These are designed to meet the needs of the National curriculum. They contain extremely useful and practical information based on years of experience of communicating complex environmental and technological ideas to children of all ages. Titles include: "Pupils Guides to Renewable Energy," "Teachers Guides to Renewable Energy Projects", "Talking about Energy", "Practical Activities for 7-11 year olds", "School Group Day Visit Pack" and the Star Quiz Survival Test." (100 multiple-choice fun questions for 10 to 14 year olds to test their environmental awareness (Key Stages 2 and 3). These can be used for team quiz games.

Pupils could visit the Machynlleth Centre in North Wales and/or the Eco centre in West Wales. The Eco Centre provides talks and presentations; educational projects, and competitions, training and workshops and has a

mobile energy bus featuring displays and information. It also gives free energy advice for homes and small businesses and provides a renewable energy advice service. Entrance is free (for more information write to West Wales Eco centre, Old School Business centre, Lower St Mary's Street, Newport, Pembrokeshire, SA42 0TS. Tel: 01239 820235 Fax: 01239 820801 e-mail: [westwales@ecocentre.org.uk](mailto:westwales@ecocentre.org.uk) Internet: <http://www.ecocentre.org.uk>

d. The school could also introduce the value of SYMPATHY through a campaign to raise awareness about the ecological and environmental importance of protecting and planting trees. This campaign could reach out into the community. Trees could be planted in the school, with each form responsible for raising funds for and planting several of them. The campaign to raise funds could in itself serve to raise awareness not only amongst pupils, but also their families and friends. The school could see if they could obtain permission to use a derelict area in the community to plant trees and bushes. The area could be used as a natural wild life reserve for local flora and fauna. A committee drawn from pupils from different forms, parents and teachers could be set up to plan to organise the campaign.

(6) SYMPATHY for animals: (a) A speaker could be invited from the RSPCA to raise pupils SYMPATHY towards animals. (b) Pupils could contact local animal shelters to find out how they can support them in their work. (c) a trip could be arranged to visit a local animal shelter (d) Pupils could do voluntary work in a shelter for an hour a week.

### **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 and ideas:

- Book 1, Lessons 1.7 "Being loving", 1.8 "Compassion", 1.9 "Consideration", 1.10 "Friendship", 1.19 "Good relationships", 1.26 "Universal love" and
- Book 2, Lesson 2.6 "Unity in Diversity", 2.7 "Caring", 2.8 "Friendship", 2.10 "Kindness", 2.20 "Fairness and respect", 2.23 "Human Rights and 2.24 "Kindness and concern for all".
- The songs "Children of the World" (Track 12), "Come take my Hand" (Track 19) and "Let's Care" (Track 26) can be found on CD 1.
- The following can be used from CD 2: "Come and Take my Hand" (Track 5), "Happy are they" (Track 11), "I respect the things you say" (Track 20) and "I had a dream" (Track 23).
- The first of the above poems, "I feel for you", 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.
- Charles Dickens's "Christmas Carol" could be used as a basis for stimuli and discussion. Pupils could consider how lack of SYMPATHY for others led Scrooge to be locked up in a lonely isolated world. They could also consider how his later SYMPATHY for others such as Tiny Tim, led to his own salvation and joy.
- Pupils could talk about the benefits of SYMPATHY. 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 SYMPATHY. Possible titles could include: "The day I helped mum/dad because I saw she/he was tired", "I

was quiet for mum/dad because she/he was working, “ The day I cheered up my gran/grandad”, “ How I helped a new child in the school” and “How I cheer up my friend when she/he is sad ”. These could also be displayed with photos and pictures.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work.. In particular Lesson 2.4 “Racial Harmony”, and 3.25 “Respect” and 3.26 “Universal Love”.
- Songs from SSEHV CD 3 can be used including Track 3 “A friend”, Track 17 “Keep it clean”, Track 24 “Let’s Care”, Track 3, “Fair play”, Track 14 “ When there is peace “, Track 10, “Open Your Heart”, Track 22 “Respect our World”, Track 11 “Love without demands” and Track 21 “I respect the things you say”.
- The following tracks from CD 4 can be used: Track 7 “Lets care”, Track 8 “Care and Share”, Track 9 “Mother Teresa”, Track12 “ Open your heart”, Track 15 “Fair planet”, Track 16 “Love without demands”, Track 21 “The way that I am”, Track 22 “ Care for the environment”, Track 23 “ Strive for right “, Track 24 “ We’ll be together “, Track 25 “The same as you and me “ and Track 26 “Live the Dream”.
- The second poem in this newsletter, “Sympathy’s Symphony”, 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 SYMPATHY. Two contrasting families could be portrayed; one that is SYMPATHETIC to its family members and others and one that is not.
- Essays and poems can be written that are related to the topic. Possible titles could include: “I listen to my friend when she/he is sad”, “ A trouble shared is a trouble halved” and “We all need a shoulder to cry on”.
- Projects could also be set on the life and works of Elizabeth Fry, (Book 4.23) Harriet Beecher Stowe (book 3.9), Martin Luther King (SSEHV book 2.22), Helen Keller’s work with Annie Sullivan (Book 4.10), Nelson Mandela (book 4.14), Elizabeth Fry (book 4.23) and Princess Diana (SSEHV Book 3.26).
- Eco- friendly pupils could write to CAT (Machynlleth Centre for Alternative Technology, N. Wales, Powys SY20 9AZ or email them on [mail.order@cat.org.uk](mailto:mail.order@cat.org.uk) .) to find out about Eco courses for pupils and guidance for teachers.

At GCSE level:

- pupils could give a talk about SYMPATHY or the lack of it.
- A debate could be arranged. Topics could include “Hard times teaches us to feel sympathy for others” and “A friend in need is a friend indeed”.
- Letter writing practice could involve the theme of SYMPATHY. Pupils could write letters to cheer up relations or friends that are ill or going through a difficult period.

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

- In *Silas Marner* by George Eliot, Silas shows SYMPATHY towards Eppie’s real father, despite the latter’s bad actions.
- In “*To Kill a Mocking bird*” by Harper Lee, Atticus show SYMPATHY towards his black client unlike most of the residents in his town who have no SYMPATHY with any black person.
- In “*Mice and Men*”, by John Steinbeck there is little SYMPATHY shown by the characters towards each other. The exceptions are George for Lennie and Slim.

- **“A View from a Bridge”** by Arthur Miller, demonstrates how lack of SYMPATHY between characters can isolate them. Only Catherine tries to look at things from the point of view of others. Pupils could also look at the extract when Catherine tells Eddie of her intention to marry and answer the following questions
  - with which character do you sympathise most? Give reasons for your answer.
  - Look closely at the stage directions. How do they help you understand the character’s feelings?
  - How does this extract prepare the audience for the rest of the play?
- In **“A Taste of Honey”** by Shelagh Delaney pupils could consider how far the characters in the play do not act in a way that draws the SYMPATHY of the audience. A suitable extract to consider would be the scene where Peter, Helen, Geoff and Jo come together.
- In **“My Mother said I Never Should”** by Charlotte Keatley, pupils could consider which character in the play they have the most SYMPATHY for. They could then write about their chosen character explaining why they feel SYMPATHY for him/her.
- In **“Children of the Dust”** by Louise Lawrence, pupils could consider how Simon’s reactions in different parts of the novel draw the readers SYMPATHY.
- Shakespeare can also be used to explore the theme.
  - In **“The Merchant of Venice”** Antonio and Shylock exemplify people who do not consider SYMPATHY to be important. They allow ethnic, cultural and religious differences to poison their relationships.
  - **“Romeo and Juliette”** embrace a similar theme.
  - In **“Macbeth”** Lady Macbeth has no SYMPATHY for her husband when he has reservations about killing his own relation, kinsman and king Duncan.
- In poetry, pupils could consider the way poets get us to feel SYMPATHY towards their characters. They could consider the following:
  - the content
  - the ideas the poet may have wanted us to think about
  - the mood or atmosphere of the poem
  - how it is written - interesting words or phrases and how the poem is structured and organised
  - their response to the poem. Suitable poems could include **“Dolce et Decorum Est.”** in which the war poet Wilfred Owen shows sympathy for the soldiers who keep going despite all their suffering because it was their duty. **“Another small incident”** by David Sutton and **“Hello”** by Sheenagh Pugh look at ageism and the marginalisation of the old. **“Woman’s Work”** by Maya Angelou and **“Overheard in County Sligo”** by Gillian Clarke consider women’s issues. Maya Angelou focuses in particular on the position of black women in third world countries in the former poem and **“Caged Bird”**. Mathew Sweeney’s poem **“On the wall”** explores bullying.

At A/S level:

- pupils could prepare a debate for presentation to the school. Suitable titles could include, “How can we make sure others feel valued?” “Humour should not denigrate; it should be to uplift the spirits” and “We can only learn to SYMPATHY 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.

In the A/S Literature course, the theme of SYMPATHY can be explored in different ways. Suitable questions could include:

- (1) In Poetry the Malaysian poet, Cecil Rajendra calls to people to “break the carapace of indifference”. Who does the poet want us to SYMPATHISE with and why?
- (2) Christina Rossetti’s poetry has been described as both “controlled” and “passionate”. Make clear what you understand by these terms. Discuss which of the two views you have sympathy with and why. Refer closely to at least three of the set poems.
- (3) In “Wuthering Heights”, by Emily Bronte, Heathcliff is ill treated by Catherine’s brother Hindley and refused education. How far do you still feel sympathy for Heathcliff as he changes his role from the oppressed to the oppressor?
- (4) Orwell’s novels “Homage to Catalonia” and “Animal Farm” Orwell seeks to draw the readers’ SYMPATHY away from communism by exposing cynical duplicity. Show how Orwell attempts to do this. How far do you think he is successful in this task?
- (5) In Emily Bronte’s “Jane Eyre” discuss Bronte’s representation of Jane’s suffering. How far do you feel sympathy with the character. Explain with direct reference to different extracts from the text.
- (6) In Shakespeare’s “Othello”, Iago has no SYMPATHY for the characters that he manipulates and destroys in his quest to get what he wants. Evaluate the consequences of his actions on the other characters. How are they designed to they affect the audience?
- (7) “Milton’s purpose was to portray the relationship of god to humanity”.” Blake argued that Milton was ‘of the Devil’s party without knowing it’, with which of these two views do you have more sympathy and why? Be sure to support your personal response with close textual reference to “Paradise Lost”, Books 1 and 2.
- (8) In “ The Colour Purple” by Alice Walker, do you see Celie as a victim or victor. How far do your sympathies lie with her?

### **RELIGIOUS EDUCATION**

A multi-faith activity could be set up for SYMPATHY DAY. Individual pupils or small groups could research a particular religion or faith. The Good Samaritan story (Book 2.8) and Game for children, (Book 1.20) could also be used as a basis of inspiration. Their work could be mounted and displayed in a prominent place on SYMPATHY DAY. Pupils could write and perform plays based on the lives of great spiritual teachers whose lives have been a shining example of SYMPATHY or love in action. Examples could include Siddharta Gautama the Buddha, St Francis of Assisi, and Vivekananda. They could also portray other inspirational figures, which dedicated their lives to the service of mankind, such as Ghandi and Mother Theresa.

At Secondary level, pupils could investigate how different religions and faiths have placed emphasis on the importance of being SYMPATHETIC to the plight of others through prayer and active service.

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

- (1) “The impact of secularism in Christianity has led radical theologians to look for more meaningful ways of talking about God and praying in the secular city. Prayer is seen not as withdrawal from the world but as involvement in it.” How far do you agree with the above statement?
- (2) Siddharta Gautama saw the suffering of the world in three forms: a frail old man, an invalid wracked with pain and a funeral procession with weeping mourners. His sympathy for their plight led him abandon his home and put himself through many



years of extreme asceticism. What were the four holy truths that were revealed to him finally as he immersed himself in contemplation under a fig tree?

- (3) Describe how Narendra Nath Datta, or Vivekananda, carried Ramakrishna's teachings into the world. How far was he responsible for arousing a new idealism amongst the elite of India towards devoting themselves to helping the poor and starving in India?
- (4) A major pillar of Islam is the Zakah. "It is not just a form of charity or tax or tithe, nor is it an expression of kindness; it is all of these combined and much more ("Islam in Focus" by Hammudah Abdalati). Explain this statement observed.
- (5) How far are Jewish synagogues important as centres for the organisation and distribution of relief to the poor and destitute?
- (6) Discuss the importance of service in the Sikh religion. Show how it is applied to many tasks both menial and exalted.

### **DRAMA**

At all levels, both Junior and Secondary, pupils could enact plays based on the lives of people that have demonstrated great SYMPATHY in their work.

Examples could include:

- Mother Teresa, Elizabeth Fry, (Book 4.23)
- Harriet Beecher Stowe (Book 3.9)
- Martin Luther King (SSEHV book 2.22)
- Helen Keller's work with Annie Sullivan (Book 4.10)
- Nelson Mandela (book 4.14), Elizabeth Fry (Book 4.2)
- Princess Diana (SSEHV Book 3.26). Pupils could, for example, write and perform a play showing the work of Princess Diana in areas such as AIDS, leprosy, drug addiction, the homeless and abused children. Drama role-play exercises could be used to help children to understand more clearly, what it may be like to be a victim. These role-plays could include leading a blindfolded partner (Book 4.10), wearing earplugs whilst others give instructions to be followed and doing certain tasks without the use of hands.

At Secondary level, pupils could present a play to the school aimed at raising awareness on particular local social issues, such as drug abuse or alcoholism. They could also highlight a world issue. Pupils could participate in small group drama exercises based on questions such as:

- (1) You are a child living in Afghanistan, India, or an African country such as Uganda or Malawi. Imagine you have lost both your parents by the age of ten. Members of UNICEF who offer you protection and shelter visit you. Write and perform plays to show the difference in your life before and then after receiving help. (For information on this topic contact UNICEF, Freepost, CL885, Chelmsford CM28BR)
- (2) You are travellers' child. Your family is the victim of eviction, rejection, attacks and bullying. A worker visits you from the Children's Society who helps you to obtain secure accommodation, an education, medical care and safe facilities. Write and act out a play to show the changes in your lifestyle brought about by the Children's Society. (For more information write to Stephen Blunden, Bright Futures, The Children's Society Freepost LON20773 London WC1X OBR, or phone 0845 300 1128)
- (3) You are a member of a Red Cross Team that has set up a camp to provide shelter to those that have lost their homes after a strong earthquake. You provide safe drinking water, 8,000

hot meals a day, 24 hour first-aid, psychological support and hospital facilities. You are also responsible for helping to restore electricity supplies and basic communication facilities. Devise and act out a play based on your experiences of working with the earthquake victims. (For more information write to the British Red Cross, UK Office, 9 Grosvenor Crescent, London SW1X7EJ telephone 020 7235 6978 or visit the website [www.redcross.org.uk](http://www.redcross.org.uk))

At GCSE, A/S and A levels, written work could be based on the following:

(1) “Extended families play a vital role in the care of children orphaned by AIDS, but many are stretched to breaking point. With the HIV/AIDS virus wiping out a generation of adults, the strain is being put on elder generations is immense. In many case the older children are effectively running the family looking after their brothers and sisters” (UNICEF 2003) Write and act out a play on this topic.

(2) A View from a Bridge” by Arthur Miller demonstrates how lack of SYMPATHY between characters can isolate them. Only Catherine tries to look at things from the point of view of others. Look at the extract where Catherine tells Eddie of her intention to marry and answer the following questions: (a) with which characters do you sympathise most? Give reasons for your answer. (b) Look closely at the stage directions. How do they help you understand the characters feelings?

### ***PSHE***

At lower Secondary level, the theme of SYMPATHY could be introduced by asking pupils to answer in pairs and then discuss a questionnaire on friendly/unfriendly behaviour. Suitable questions for the questionnaire could include:

- (1) Someone has forgotten their packed lunch. Would you share some of your with them?
- (2) You are an old lady living in a house where children play noisily outside. How might you feel?
- (3) You are a new teacher. Children in the class you visit will not pay attention. Do you think it would be easy for the teacher?
- (4) A class teacher has to constantly remind the class to be quiet and pay attention. How might he/she feel about this?
- (5) Mum/Dad, or another carer, is trying to get a younger child to sleep, but older children refuse to keep their noise down? Why might the carer get upset?
- (6) A new child sits alone at lunchtime. What might she/he be feeling?
- (7) A child is teased and/or bullied. Why might the child cry?

Children could be asked how they would feel if they were in the situation of the person affected by the action. They could also suggest what they might do to help the person feel better. A short drama could be enacted to help children become more in touch with the possible feelings involved in being in someone else’s shoes. Pupils could work out there own questions and give out the questionnaires round the school. The findings could be analysed and a summary could be displayed in an appropriate place.

At higher Secondary levels, pupils could also look at the cycle of poverty and suffering. They could focus on the plight of orphans in developing countries such as in Africa. Suitable quotes on which to base discussion could include:

- (1) "Extended families play a vital role in the care of children orphaned by AIDS, but many are stretched to breaking point. With the HIV/AIDS virus wiping out a generation of adults, the strain is being put on elder generations is immense. In many cases the older children are effectively running the family looking after their brothers and sisters" (UNICEF 2003)
- (2) "Alone and vulnerable, many face terrible hardship; some may even experience violence. They also face an increasing risk of being infected with the HIV/AIDS virus, due to their increased vulnerability." (UNICEF 2003). Pupils could think of ways of raising money to support UNICEF work with orphaned children. The financial targets outlined by UNICEF could inspire them. These include: (1) £20 could provide meals for six orphaned children in a day care centre in Malawi (2) £30 could pay for three kits for children orphaned by AIDS or separated from their families. The kit contains basic essentials such as blanket, some clothes, a health insurance card and a pack of soap and sanitary items.
- (3) £50 could buy school supplies for 15 children in Uganda, including a slate, chalk, a towel and a plastic school bag. (4) £88 could immunise eight orphan children against life threatening diseases - TB, Polio, diphtheria, whooping cough, tetanus and measles. (5) £132 could cover school fees for 40 orphans for one year in Ethiopia".

### **GEOGRAPHY**

- At Junior and lower Secondary levels, pupils could study ways in which they could be more SYMPATHETIC to the environment. (See story "The man who planted hope." SSEHV Book 2.22).
- Pupils could do a school project on SYMPATHY for the environment. A suitable area for focus could be recycling. (For more information on recycling download "How to comply with the landfill directive without incineration", or write to Greenpeace, Canonbury Villas, London N12PN). An Eco project could be launched. The school could enter for the Eco-award scheme. Eco-friendly pupils could write to CAT (Machynlleth Centre for Alternative Technology, N. Wales, Powys SY20 9AZ Tel 01654 705982; Fax 01654703605; or email them on [mail.order@cat.org.uk](mailto:mail.order@cat.org.uk)). CAT provides Eco courses for pupils and guidance for teachers. For a list of courses and for mail order catalogues, or for information on books that are available, visit the website [www.ecobooks.co.uk](http://www.ecobooks.co.uk). CAT's Education department hosts 2,500 children each year, and supplies these and schools with its own publications. These are designed to meet the needs of the National curriculum. They contain extremely useful and practical information based on years of experience of communicating complex environmental and technological ideas to children of all ages. Titles include "Pupils Guides to Renewable Energy", "Teachers Guides to Renewable Energy Projects", "Talking about Energy", "Practical Activities for 7-11 year olds", "School Group Day Visit Pack" and the Star Quiz Survival Test." (100 multiple-choice fun questions for 10 to 14 year olds to test their environmental awareness (Key Stages 2 and 3). These can be used for team quiz games.

- Pupils could visit the Machynlleth Centre in North Wales and/or the Eco centre in West Wales. The Eco Centre provides talks and presentations; educational projects, and competitions, training and workshops and has a mobile energy bus featuring displays and information. It also gives free energy advice for homes and small businesses and provides a renewable energy advice service. Entrance is free. (For more information write to West Wales Eco Centre, Old School Business Centre, Lower St Mary's Street, Newport, Pembrokeshire, SA42 0TS. Tel: 01239 820235 Fax: 01239 820801 e-mail: [westwales@ecocentre.org.uk](mailto:westwales@ecocentre.org.uk) Internet: <http://www.ecocentre.org.uk> . The school could also introduce the value of SYMPATHY through a campaign to raise awareness about the ecological and environmental importance of protecting and planting trees. (See whole school)

At Upper Secondary level, teachers could integrate the value of SYMPATHY through the topic of Natural Disasters. They could research the consequences of these disasters in terms of humans, animals and plant life. A suitable example could include:

- (1) You are a member of a Red Cross Team that has set up a camp to provide shelter to those that have lost their homes after a strong earthquake. You provide safe drinking water, 8,000 hot meals a day, 24 hour first-aid, psychological support and hospital facilities. You are also responsible for helping to restore electricity supplies and basic communication facilities. Devise and act out a play based on your experiences of working with the earthquake victims. (For more information write to the British Red Cross, UK Office, 9 Grosvenor Crescent, London SW1X7EJ telephone 020 7235 6978 or visit the website [www.redcross.org.uk](http://www.redcross.org.uk))
- (2) You are living in Ethiopia. The rains have failed in your country. You have lost your maize and sorghum crops and your cattle are dying due to reduced water and pasture supplies. The Red Cross visits your village. How do they help you in the short and long term?

Pupils could also consider how aid agencies such as the Red Cross help developing countries in times of short and long time crisis. A suitable question might be

You are planning a campaign of help in a developing country. You must consider

- (a) direct food aid,
- (b) cash for work activities such as sanitation projects
- (c) cash to help farmers secure their livelihoods
- (d) water and sanitation facilities
- (e) health and nutrition education
- (f) support for street children
- (g) HIV/AIDs home based care and youth education. Draw up a plan of action. Consider the practical difficulties involved in putting your plan of action into operation.

At GCSE level, they could also look at the importance of SYMPATHETIC treatment of the planet by recycling. One area they could focus on is incineration of waste. Suitable questions could include:

- (1) “The emissions from the incinerator processes are extremely toxic. Some of the emissions are carcinogenic... We must use every reasonable instrument to eliminate them altogether.” (Michael Meacher, Minister for the Environment). Explain how and why emissions are toxic.
- (2) The government has plans for 100 new incineration plants. Suggests reasons why governments still choose to incinerate.
- (3) According to Greenpeace (Pamphlet “Don’t burn recycle 2003”), “Edmonton in Canada recycles or re-uses 70% of its waste. House-to-house collections, together with advanced technology, help Wealden in Sussex to re-use more than half its waste.” What are the safer alternatives for disposing of waste?
- (4) “Sealed, odour free composting plants already boost agriculture on the Isle of Wight. Returning as much matter as possible safely to the soil reduces landfill and improves soil quality.” Explain the importance of following such a policy in terms of the Greenhouse effect. (For more information download “How to comply with the landfill directive without incineration” from [www.greenpeace.org.uk](http://www.greenpeace.org.uk) or write to Canonbury Villas, London N12PN Tel: 0800269 065)
- (5) Pupils could look at population issues. Suitable questions could include
  - a. How far do you feel sympathy for people of third world countries who live in squalid or inadequate conditions. Illustrate your answers with specific reference to shantytowns, favelas, mud huts, squatting on rubbish tips and the homeless.
  - b. With reference to three areas of the world show how people of third world countries live fragile existences in terms of
    - i. their vulnerability to floods, (through rivers, tidal and tsunami),
    - ii. effects of vulcanicity (earthquakes, lava, ash) and
    - iii. famines (drought, war, ethnic-cleansing).

At A/S and A levels, teachers could integrate the topic of SYMPATHY when they are looking at the Population Issues. Suitable questions could include

- (1) Resource equations ~ personal space
  - a. Discuss Malthus’s concept of interrelationship.
  - b. If imbalance were to occur, explain how “Positive checks” would operate.
  - c. Show how the situation, as predicted by Malthus, has occurred in parts of Africa where droughts have cut food production.
  - d. Is there any evidence to show that this may be arriving on a global scale?
- (2) Health-World
  - a. Health studies show that although the disease poliomyelitis is low in incidence in developed countries, it is high in incidence in developing countries. Explain why this may be so.
  - b. A myth developed in the early days of knowledge about AIDS that it was only homosexuals or prostitutes that were at risk. Explain the two-peak theory that includes wives girlfriends and children in the equation.

## **HISTORY**

At Junior level pupils could look at inspirational figures in History that have shown SYMPATHY to those who are in need. Suitable examples could include Elizabeth Fry (SSEHV Book 4.23), Florence Nightingale, Ghandi, Mother Teresa and Princess Diana (SSEHV Book 3.26).

At Secondary level, pupils could consider how far they feel SYMPATHETIC towards certain historical characters who have been hailed as heroes. Suitable questions could include:

- (1) Robin Hood was seen as a champion of the poor. Do you consider him a common outlaw or victim of the times?
- (2) Spain's national hero El Cid is reputed to have done many charitable works and good deeds, such as setting up a leper colony and rescuing damsels in distress. Once a brilliant army commander, he was later outlawed for treason. He then became a mercenary fighting for both the Christians and the Muslims. When he captured the town of Valencia he used Muslim troops, but burnt the Muslim governor alive. He then ran the town as his private kingdom. Do you think El Cid was a SYMPATHETIC character that merits heroic status?

At GCSE level, suitable questions could include:

- (1) During the Middle ages the Pope and the Holy Roman Empire were in continual conflict. How far do you sympathise with the Holy Roman Emperor's aims of uniting the people of Christian Europe?
- (2) Within 150 years of rising to power, the first Russian State became one of the trading powers of Europe. How far do you blame rivalry between ambitious princes for its decline and subsequent take over by the Mongol invaders?
- (3) Although Henry II was a fine lawmaker and politician, he loses our SYMPATHY because of his killing of a saint, Henry Beckett, and murder of his own sons. Discuss.
- (4) How far do you SYMPATHISE with Emperor Frederick Barbarossa in his attempt to restore the glory of the German Empire between 1152 and 1187.
- (5) Compare and contrast the SYMPATHETIC attitudes of (a) Prison reformer Elizabeth Fry (SSEHV Book 4.23). (b) Crimean War Hospital reform Florence Nightingale.
- (6) How far can the Factory Acts be seen as a SYMPATHETIC response from philanthropists such as Wilberforce and Ashley, and how far as acts of expediency.
- (7) As a Member of the House of Lords between 1909 and 1911, how far would you be SYMPATHETIC: (a) towards Lloyd George (b) towards his policies.
- (8) Historians disagree as to whether the Russian revolution was the fault of the Tsar. Where would your SYMPATHY lie (a) as a Russian noble (b) as a peasant. Explain your answers fully.
- (9) As a Bolshevik how would you have felt about the condition of Russia and the Russian people in 1924, the year of Lenin's death?
- (10) In the German election of 1932 what arguments would haven't caused you to be SYMPATHETIC towards (a) the Nazi party (b) those who opposed them.

At A/S level, pupils could look at conflicts and how they may arouse their SYMPATHY for marginalised groups. Suitable questions could include:

- (1) Racism: despite the enrichment of the life of the country (artistic, theatrical, sporting, commercial, administrative and industrial, etc), brought about by immigrants, resentment and even anger can be directed at such groups by those who see themselves as "longstanding" citizens. Show how far racism,

in the period you have studied, seems to be an expression of individuals primitive animal desire to defend their territory.

- (2) Ethnic Conflict: with close reference to one of the following areas: (a) the Balkans, (b) Palestine (c) Ireland, or any other chosen place in the world, show how conflict between the ethnic majority and minority groups has divided the sympathy of world opinion.

### **ART**

At Junior level, children could make collages and/or attractive posters to illustrate ways in which they could be more SYMPATHETIC to people. For example listening to them, and helping them by doing jobs etc. These could be displayed in a prominent place around the school. They could paint or model a symbol for the whole school project on SYMPATHY. A suitable symbol might be a loving hug.

At Secondary level, pupils could focus on the work of artists who show people acting in a caring or SYMPATHETIC manner towards each other. They could paint a mural for the school corridor depicting scenes where people showed SYMPATHY towards others. They could produce posters to go round the school encouraging pupils to be SYMPATHETIC towards each other, their teachers, family, members of their community, animals and their environment.

At GCSE level pupils could study and comment on the work of artist whose work reflects the value of SYMPATHY. Suitable examples could include "Return of the Prodigal Son" (1510) by Lucas Van Leyden, Titian's "Pieta" (1573), David's "Death of Marat" (1793), Goya's "3 May 1808" (1808), Delacroix's "Massacre de Scio" (1824), "Little Princess in the Tower" (1831), by Delaroche and "Blue Model" by Picasso. Suitable questions could include:

- (1) How far can Hogarth be seen to have been SYMPATHETIC to the condition the poor, sick and handicapped? Do his sketches awake our SYMPATHY? (2) Ruben's paintings reflect his SYMPATHY towards both humanity and nature. Explain this comment with reference to "The mystic marriage of Catherine" 1627-8 and "An Allegory of Peace and War" (1629).
- (2) Domenichino's "Last communion of St Jerome" (1614) expresses SYMPATHY for a man who is dying with decorum and dignity. Discuss.
- (3) Demeter, Cybele and Mater Matuta were Roman women who were worshipped by bringing children into their arms. How far can Leonardo da Vinci's "The Virgin and Child with St Anne" be seen to be part of an artistic tradition that honours and is SYMPATHETIC towards women in their role of mother?

At A/S and A levels, work could be based on the following questions:

- (1) Giotto was SYMPATHETIC with the viewer of paintings. In the 15<sup>th</sup> century, he spearheaded a revolution in art, which replaced visual splendour with harmony and coherence. He did not just reflect the world intellectually but re-ordered it in a way that the viewer could relate to it. Discuss this with reference to his painting "Joachim's Return to the Sheepfold"
- (2) It is said that neither Masaccio nor Michelangelo was able to rival Giotto in terms of his SYMPATHETIC portrayal of the human condition. How far do you agree that, in "Joachim's return to the Sheepfold"; the artist encourages us to feel SYMPATHY, not only for the protagonists, but also towards the shepherds and the dogs?

- (3) Nicolo Pisano's Crucifixion (1260) shows a Christ who extends his arms in SYMPATHY not only towards his mourners, but also towards those that were mocking him. Give examples of other paintings of Christ that show him to be extending his SYMPATHY to all of humanity. Explain your answer.
- (4) Poussin's "Death of Germanicus" (1627-31) creates a new climate of attitude towards antiquity. Germanicus is mourned for his learning and benevolence as well as his military qualities. Poussin displays SYMPATHY with pagan martyrs, challenging the idea that all martyrs had to be Christian. Do you agree with this view? Explain your answer in full.

### DESIGN TECHNOLOGY

Pupils design and make inspirational objects for the whole school project on SYMPATHY. A suitable symbol might be a loving hug. The objects could take the form of badges, a school plaque (see quotes) or some other representation of SYMPATHY through a sculpture, collage, tapestry or other medium.

Pupils could make representations to show people acting in a caring or SYMPATHETIC manner towards each other. They could create models for the school corridor depicting scenes where people showed SYMPATHY towards others. Example could be a hospital ward, orphanage, residential home, refuge for the elderly and homeless and an animal sanctuary. They could produce posters to go round the school encouraging pupils to be SYMPATHETIC towards each other, their teachers, family, members of their community, animals and their environment. They could make a display, using photos and newspaper articles, to show school or community service projects, which have helped disadvantaged people.

As part of a school ecology project (see whole school) pupils could construct bird tables, bird boxes, birdbaths, compost heap boxes, lacewing boxes and shelters for ladybirds and bats.

### MATHS

At Junior level, children could be given a sticker when they have demonstrated SYMPATHY with another. Examples of this could include:

- (1) helping someone with a particular set task that they find difficult to do on their own.
- (2) Sharing pencils, rulers, etc. with someone who might have forgotten theirs.
- (3) Helping the teacher to put out or put away materials. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period.
- (4) Children could make up their own sums based on examples of SYMPATHETIC behaviour. Suitable examples could include:
  - a. Mary had a large bunch of grapes in her lunch box. She felt sorry for her three friends who did not have any fruit. She counted the grapes and found that there were 24. How many grapes could children have if she shared them with her friends?
  - b. Mrs Brown calculated that she would take one hour to dig a flowerbed. Her two children felt SYMPATHY towards her and decided to help. How long would she now take if they all worked equally?
  - c. The animal shelter only raised £100 during the year. Concerned they would be shut down the owner gave an interview to a local newspaper in the hope of raising SYMPATHY for the plight of the animals. 75 people responded by pledging a donation of £5 (i) how much did the shelter raise because of the appeal (ii) how much was raised all together?



At all levels pupils could be encouraged to look SYMPATHETICALLY towards themselves and others who make mistakes or who are unable to understand the work very well. Pupils could be encouraged to take time out to support other pupils who may be struggling with their work. The teacher could stress how he/she feels SYMPATHY with their pupils when they are finding something difficult. He or she may like to give an example of a time when he/she found something difficult.

At Upper and Secondary levels, pupils could devise surveys concerning SYMPATHY. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for SYMPATHY 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. They could tick as many boxes as they want. Suitable questions could include:

- “How do you feel when you have received SYMPATHY from someone?” *OK, not sure, very happy? (You may tick as many boxes as you want)*
- “Someone has forgotten their packed lunch. Would you share some of your with them?” *Yes, no, not sure?*
- “You are an old lady living in a house where children play noisily outside. How might you feel?” *Annoyed, frustrated, sympathetic to the children, not sure?*
- ” You are a new teacher. Children in the class you visit will not pay attention.” *Would you feel frustrated, angry, sad, happy, not sure?*
- “Mum/Dad or another carer is trying to get a younger child to sleep but older children refuse to keep their noise down?” *Might the carer get upset, not worry, sure.*
- “A new child sits alone at lunchtime.” *Might she/he be feeling happy, sad, frightened, lonely, not sure?*
- “A child is teased and/or bullied.” *Might the child cry because he/she is hurt, frightened, lonely, not sure.*

## **BIOLOGY**

At Junior and lower Secondary levels, children could look at how they could be more SYMPATHETIC towards “their own bodies”, plants and the environment, natural flora and fauna.

1. In considering how they could be more SYMPATHETIC towards their own bodies pupils could consider the importance of
  - (a) healthy diet
  - (b) exercise
  - (c) rest
  - (d) hygiene and
  - (e) a healthy lifestyle including: not smoking, not abusing drugs and ways of spending free time.
2. When considering flora and fauna they could set up an ecology action plan. This could include
  - i. having a patch of nettles so that butterfly species such as peacocks are able to lay their eggs.

- ii. Allowing bits of tree branches and small logs to remain on the ground to provide a habitat for small insects
- iii. providing nesting boxes for birds, lacewings and ladybirds
- iv. making a small pond to encourage aquatic insects, frogs, toads and amphibians and to provide a watering and bathing place for small animals and birds
- v. Providing well equipped and sheltered bird table and make sure that it is stocked with a variety of bird food during the coldest months of the year
  - (i) planting certain butterfly and insect attracting plants such as Buddlea and Ice plants to increase the insect population for fruit pollination.
  - (ii) Doing an experiment playing different types of music to plants to see if any grow better with certain music. Pupils could ask the Design Technology department to provide the necessary equipment. (See Design Technology)

At Upper Secondary level, or Keystage 3, suitable questions on being SYMPATHETIC to one's body could include;

- (1) Food (a) name the main types of food which help to keep the body healthy. Give reasons for your answer. (b) Which foods should be avoided if possible or eaten in moderation? Give reasons for your answers.
- (2) Smoking: (a) list four harmful substances found in cigarettes and detail what health problems they cause. (b) List nine good reasons not to smoke.
- (3) Drugs: (a) what is meant by the term drug? (b) Name three legal drugs and explain how they can be harmful to the human body. (c) Name three illegal drugs. Explain the dangers associated with these to the health and life of the user.

Suitable questions concerned with being SYMPATHETIC towards plants could include:

- (1) Explain why plants need sunlight to make food.
- (2) Good soil is important for nutrients. What happens if plants do not get enough of (a) Nitrates (b) phosphates (c) potassium?
- (3) How can we ensure plants are grown at the correct temperature for them?
- (4) Many people, including Prince Charles, play gentle music to their plants and talk to them regularly. Why do you think they behave in this way?
- (5) Explain how poisons are passed along food chains. How can these effect animals, birds, insects and plants.

At GCSE level, the topic of SYMPATHY could be introduced through the study of health matters in human biology. Suitable questions could include:

- (1) Name 7 groups that are important to health. Explain the importance of each group for health.
- (2) With the aid of diagrams explain how each of the following damages lungs through the act of smoking: (a) Nicotine, (b) Tar (c) Carbon monoxide (d) Hot dust.
- (3) Describe an experiment using glass wool to show the effects of black tar from cigarettes.
- (4) Explain how can solvent abuse can cause serious damage to (a) the lungs (b) the brain (c) the liver (d) the kidneys.

- (5) Explain how alcohol abuse can effect the body through (a) being a depressant (b) a poison (c) impairing judgement.
- (6) Name three dangerous, addictive and life-wrecking consequences of the following illegal drugs: (a) Ecstasy (b) Heroin and Morphine, (c) Barbiturates.
- (7) Exactly what damage does radiation do to body cells?

Pupils could also consider the importance of being aware of the fragility of ecological balance. Questions could include (1) State two ways in which the destruction plants would effect the composition of the atmosphere. (2) Give three reasons why photosynthesis is essential for the survival of humans.

At A/S and levels, 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. They could also consider the effects of pollution on the body. Suitable questions could include:

- (1) According to one study, children living close to incinerators may be twice as likely to have cancer. According to the charity Greenpeace, half the UK's babies and toddlers show dangerous levels of dioxins, the cancer causing by products of burning PVC. Explain how an excess of dioxins in the human body can be dangerous to health?
- (2) What are the possible effects of carcinogenic foods on the human body? Pupils could also look at the effects of pollution on flora and fauna.

Suitable questions could include

- (1) According to many animal protection groups. Whales, dolphins and other sea mammals are increasingly becoming victims of pollution. In what ways are pollutants harming water mammals?
- (2) Describe in detail the ways in which pollution can effect the patterns of growth and reproduction of flora.

## **CHEMISTRY**

At Junior and Lower Secondary levels, the value of SYMPATHY could be incorporated into the topic of earth materials, and in particular fossil fuels. Suitable questions could include:

- (1) How did plants and animals become fossil fuels?
- (2) What is the term we give to the sun's energy stored in the fossil remains of plants and animals?
- (3) How is the energy of the sun released from fossil fuels? (4) What are the problems associated with fossil fuels in terms of man and the planet as a whole?

At Secondary level, pupils could look at the kind of chemicals that are harmful to the environment and study their effects, such as: (1) What is acid rain? Why is it a problem? (2) What is the greenhouse effect and why is it a problem?

At GCSE level, suitable questions could include:

- (1) What are the three man made atmospheric problems?
- (2) Explain how sulphur impurities in fuels and oxides of nitrogen contribute to acid rain.
- (3) Explain how the burning of fossil fuels creates carbon dioxide.
- (4) What are the main effects of Acid Rain?

- (5) Describe a simple experiment to find the percentage of oxygen in the air.
- (6) What are the percentages of gases in today's atmosphere?
- (7) Explain the possible effect of an excess carbon dioxide in the atmosphere on sea levels and climate.

At A/S and levels, pupils could look at the chemical composition of Carcinogens and discuss their potential harmful effect on organisms.

### **PHYSICS**

At Junior and Lower Secondary levels, the theme of SYMPATHY can be introduced along similar environmental lines outlined in the above section on Biology and Chemistry.

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

- (1) Most of the electricity we use is generated from non-renewable energy. What are the environmental problems concerned with non-renewable energy?
- (2) Fossil fuels are a very useful form of chemicals, especially crude oil. Name and explain two main ways in which we can stop them running out.
- (3) Wind farms are becoming more common. (a) What are the advantages of this form of electricity? (b) What are the limitations of this form of energy and how can they be overcome?
- (4) Hydroelectric power uses water to harness energy. Explain, with the aid of diagrams, the processes involved in doing this.
- (5) Explain the difference between wave power and tidal power.
- (6) How is geothermal energy produced? What are the advantages and drawbacks of this form of energy.
- (7) With the aid of diagrams, describe and explain the three different ways in which solar energy can be harnessed.

At A/S and A level, the value of SYMPATHY could be introduced in the same way. Suitable questions could include:

- (1) Discuss critically the following statement: the reason that renewable energy has not yet replace the burning of fossil fuels in developed countries is because governments are worried to alienate vested interests.
- (2) Radiation from nuclear matter is potentially harmful to life.
  - a. Exactly what harm does radiation do inside the cells?
  - b. What damage does low doses of radiation cause?
  - c. What damage does a high dosage cause?
  - d. What kind of sources are most dangerous inside the body?
  - e. What sources are most dangerous outside the body?
- (3) List four safety precautions for the school lab, and three more for nuclear workers.
- (4) Draw a diagram to illustrate the fission of uranium and explain how chain reaction works. What are the potential dangers of nuclear reactors?

Pupils could also look at the topic of incineration. The following questions could be used:

- (1) "Incinerator safety mechanisms are not able to prevent extremely dangerous chemicals from being release through smoke and ashes." With the aid of diagrams, elaborate on this comment from Greenpeace.
- (2) "Sophisticated stages sift recyclable objects so that every scrap of organic matter can be composted leaving only a small residue of inorganic matter." With the aid of annotated diagrams describe and explain this process.

### **MUSIC**

Pupils could be encouraged to be more SYMPATHETIC towards each other and their own selves during music sessions for unintentionally:

- (a) singing out of tune or rhythm
- (b) making mistakes on their musical instrument
- (c) not being able to follow the music
- (d) answering questions incorrectly.

They could write their own SSEHV song about SYMPATHY. They could write music for a musical about SYMPATHY. They could compile a list of pieces of music and songs that are concerned with SYMPATHY and perform them in concert on SYMPATHY DAY.

Examples could include:

- "The Streets of London" by Ralph Mac Tell,
- "You've got a friend" by Carol King,
- The following tracks from CD 4 can be used: Track "Feed the World", "Imagine" by John Lennon, "Lady Madonna", " We can work it out" "When I'm 64" and " All the lonely people", by the Beatles.
- Songs from the SSEHV songbooks could also be used such as: "Children of the World" (Track 12), "Come take my Hand" (Track 19) and "Lets Care" (Track 26) from CD 1.
- The following can be used from CD 2: "Come and Take my Hand" (Track 5), "Happy are they" (Track 11), "I respect the things you say" (Track 20) and "I had a dream" (Track 23).
- Songs from SSEHV CD 3 can be used including "Dear friend", "Keep it clean", "Let's care", " Fair play", " When there is peace ", "Respect our world", "Love without demands" and "I respect the things you say".
- The following tracks from CD 4 can be used: Track 7 "Lets care", Track 8 "Care and Share", Track 9 "Mother Teresa", Track12 " Open your heart", Track 15 "Fair planet", Track 16 "Love without demands", Track 21 "The way that I am", Track 22 " Care for the environment", Track 23 " Strive for right ", Track 24 " We'll be together", Track 25 "The same as you and me" and Track 26 "Live the Dream".

***LANGUAGES***

At Lower Secondary level, pupils could enact a play based on the theme of SYMPATHY. Key words related SYMPATHY 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 that show SYMPATHY. Examples could include:

- (1) Dolphins, who have been seen to help other dolphins by keeping them at the surface of the water when they are injured so that they can breathe.
- (2) Whales have been known to beach themselves deliberately to keep company with a stranded whale.

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