
Sathya Sai Education in Human Values, UK

Newsletter May 2002

Welcome to the May 2002 issue.

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NEWS STORIES / ARTICLES OF INTEREST

Aggression plagues schools says Head: School exclusions on the rise

Official government figures show a rise in the number of pupils being excluded from schools - perhaps most shockingly, the biggest rise is in primary school exclusions, which rose by 19%, from 1,266 to 1,460.

In a BBC Education Online news report one head teacher from a Primary School in Newcastle-upon-Tyne, tells why she believes society as a whole must sit up and take note.

Recently she permanently excluded an 11-year-old girl for hitting the deputy head teacher in the face, causing facial bruising.

She also expelled a further 13 pupils who had refused to behave despite warning letters being sent to their parents earlier this month.

The head believes much can be explained by the message the outside world is giving to children.

"I think there's a culture - you just have to look at some of the programmes on television that the children have access to".

"I hate to pick programmes out, but, you know, in programmes like EastEnders, there's an awful lot of aggression.

"It just seems to be so natural for children to respond to a particular situation of conflict with aggression."

As a result, she says, schools are having to teach pupils how to manage conflict situations and get children to resolve problems through peaceful means."

But the head believes schools have got a hard task on their hands.

"You're battling against a culture that says its soft not to hit back - 'Get in there and give them a taste of their own medicine'.

"So we're battling against that culture."

Although she does not personally agree with exclusions, she believes that there comes a point where, for the greater good of the majority, a pupil must be taken out of school.

The need for a human values Programme like SSEHV becomes much more apparent when such behaviour is on the increase. It is most alarming to note that aggression seems to be increasing in younger children. The role TV plays in this as mentioned in the report has been recognised for some time, and as part of the SSEHV Programme, parents are encouraged to restrict the type of television programmes children watch. Silent Sitting, which is another key component of SSEHV, can also dramatically help to reduce aggressive behaviour and is particularly effective with younger children.

Full Story on BBC Education Online

Sathya Sai Education in Human Values, PHSE and Citizenship: IDEAS for Teachers

The following are a variety of ideas, which may be helpful for teachers wishing to find ways to introduce or incorporate human values teaching in school or during classes. This list is quite extensive and at least one or two of the ideas could be easily used. (*Suggestions provided by Nicholas Williams*).

- Draw around hands to make a display - 'A Handful of Values for a Happy World'. Each of the fingers is a human value. Key Stage One vocabulary for right-conduct could be 'doing the right thing', and for non-violence could be 'not hurting' or 'not harming'. Should be prominent in all classes so that it can be referred to regularly and in the reception area of the school. Also a great way to decorate the playground (involve the PTFA).
 - Classroom - four corners dedicated to a value and linked to appropriate areas of the curriculum. TRUTH Corner - curricular links might be: Science (Scientific Method as one source of enquiry, science investigations, science truths etc). RE (Religion as a search for and articulation of truth. Artefacts and quotations from World Religions. Material produced from festivals could be displayed here, along with children's reflections on the silent sitting). PEACE Corner - Curricular links might be: Citizenship (Any aspect can be linked to making peace), PHSE, Art, and Music. RIGHT CONDUCT Corner - Curricular links might be: PE (Patterns, routines, safe moving and safe lifting of apparatus), History (Celebrations of those qualities of famous peoples' character that were good & teaching children how to discern good character by listening to different historical voices. NON-VIOLENCE - Curricular links might include: Geography (physical and social geography). Citizenship and PHSE. The carpet used for 'carpet time' is the place of LOVE - a place of care, listening and respect.
 - Differentiation - children are often grouped on tables according to colours, fruits or house names. Each table could be called one of the values and perhaps have the appropriate SSEHV fruit as its icon.
 - If the school has a house system, why not adopt the five values as the names of the houses.
 - Make sure the five values are on all school materials, e.g. letterheads, certificates, promotional materials etc.
 - Write a school anthem as part of the music curriculum or give the school council this responsibility - it should be based on the values. Once you've got a value-affirming anthem, the idea is to sing it each day at registration and at assemblies. The SSEHV CD's have a number of songs which lend themselves to this - have a listen
 - Start every day with a values song from the CD. Alternatively have the SSEHV CD playing as children enter the class and leave at the end of the day.
 - Keep an eye open for national days and charity days that are linked to the values, so that you can show the values in action. Most things can be linked in simple ways to the five values, which enables your staff team to keep a values base to everything the school does. The children love this.
 - Staff meetings could include reflections on the five values and the related values - at the heart of the program is the conviction that the lives of teachers should model the values in action. Why not invite staff to consider how they can more fully live each of the five values. As the excuses come out (and oh yes they do come rather
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quickly) be gentle but confident that living the values makes life work better for everyone.

- Get LSAs trained by the SSEHV Trust over 7 days or as a 1 day INSET for Support Staff so that they can deliver explicit lessons each week as part of the PHSE/Citizenship delivery - some schools have their LSAs doing this in 30 minute session with each of the classes across the Key Stages. Remember the course carries an OCN qualification and will contribute to your staff development. Not bad for free!
- Embed the values in the school's Behaviour Policy: make explicit the school's stress on character development at the heart of education, and that the five values are affirmed and promoted. Get a working group together (including the SENCO) to consider how all behaviour intervention can be positively routed to explicitly promote the values and their related behaviours rather than merely penalise negative behaviours. Ensure that staff keep telling children that they know they are good inside, that they have love inside etc.
- Organise regular parental inductions to the values using the manuals - it should be an experience rather than a theory session and could take place once at the start of each term (each term because some schools have lots of kids going and coming over the school year). Then get parents trained by the SSEHV Trust so they can deliver Good Values Clubs in a dedicated Citizenship Curriculum lesson or during the dinnertimes or after school. Parents can then take on peer-induction of other parents. Remember the course carries an OCN qualification.
- Each day of the week is dedicated to one of the values and ALL curricular material taught can be slanted to an exploration of the related-value of the five main values divided between the five days.

Monday: Truth.

Tuesday: Love.

Wednesday: Peace.

Thursday: Right Conduct.

Friday: Non-Violence.

So, for example, any stories read will explicitly pick out the values of the day.

Monday is truth - we could be looking at honesty as a related value of truth this Monday, but next Monday we could explore how a love of learning is important to finding the truth about the world. Lots of related values are listed in the manuals. When doing your medium and especially your short term planning, think of educational resources that you have, can adapt or can create which will fulfil the demands of the curriculum AND explore the values. It's not difficult and you can do much of this excellent work in the moment and on the job.

- Each class could evolve a class motto based on the human values and design a shield that represents the class and the values; this could be affirmed at the start of the morning and the start of the afternoon sessions to create a nice atmosphere. For example, one class near Bristol has the motto: Carpe Deum - Consideration Is The Key.

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- Develop a reward system that affirms good character and the children's practice of the good values. For example, instead of listing ticks or circles on a chart or board for children on-task or doing something worthy of praise, link it to a value and write the value by the name. After two incidents of good behaviour, the child may receive a good values card or certificate. The person with the most praise could receive an award or prize each week. It could also become the focus of the wider-school's recognition and promotion of good behaviour by, e.g., giving time in assemblies for praising examples of the values in the lives of the students AND the teachers too.
 - You could have a morning and afternoon reflection on the value of the day linked in with your morning prayer or other act of worship. There are many quotations from different cultures that are values based - why not build multi-cultural prayer reflections around them.
 - Ensure that assemblies promote the values explicitly every time - perhaps have this in your RE and other policies.
 - Flood the corridors with values-rich materials from the children's class-work to make the school a values-conscious environment. Some schools specialise corridors for one of the values: the corridor of truth, the corridor of love, and in each of these corridors the children's work on that particular value is displayed.
 - Make time-out or detention time a time to promote the values. Evolve simple materials that the children can be given to reflect on how their behaviour has fallen short of the values, and how they can use the values to do the right thing and make life work better for them. One idea is that each child has a book in which they write their reflections on their behaviours and action plan how they will live the value that's missing (as diagnosed from an incident when in trouble) - this is kept by a designated person in the school for ease of administration and helps the school to monitor behaviour change.
 - Differentiate your teaching and learning using the values. When planning extension activities, let them be values based.
 - Design theme days that allow one or more of the values to be explored by a whole class, Key Stage or even the whole school. For example, a 'Not Wasting' day allows pupils to reflect on how not to hurt the planet by using resources wisely and caringly. Link in with outside agencies and bring in IT too - there are oodles of environmental sites.
 - Ensure that school councils are well exposed to the values and encourage them to think around how they will make the school a happy place for everyone by promoting the values, (IDEAS: Book marks with the values on them - easily made. Balloons with the values on them. Badges with the values on them. Peer nomination each term of a school pupil who has displayed a quality of character in something they've done which is worthy of whole-school recognition - involve the media too)
 - Run Good Values Clubs in the lunchtimes or after-school. They need only last 30 minutes if you are really pushed for time.
 - Invite various people from the local community into school with a particular brief to affirm the values e.g. from charities, community organisations, community agencies like the police.
 - Be as creative as you can thinking how sports can be linked to the values - e.g. names of leagues e.g. Truth League, team names, awards given out for teamwork, consideration, courage, determination etc.
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Human Values – Children’s Submission

Following the children’s submission reprinted in last month’s newsletter (See April 2002), we were again delighted to receive the following submission sent by a Year 6 primary schoolgirl. It is reprinted below ‘as submitted’ – although not entirely accurate. However, the underlying recognition of the importance of human values by such a young child, which lies behind the innocent wording is clear, as well as being very sweet and inspiring to read.

(Editor’s note: The values being referred to as ‘fruits’ refer to the fruit symbols used as teaching aids in the Programme as follows: apple representing truth, strawberry representing love, pear representing peace, cherries representing right conduct and grapes representing non-violence.

‘Circle time’ refers to the silent sitting exercise, which is one of the key components of the SSEHV teaching methodology).

‘Human Values’

By Alice

I like Human Values because I want to have a good life and this leads me to a good life. I also like circle time because it helps me to stay calm and hold my temper. Circle time also helps me to have a relaxing day. I also like the stories we have because there’s something inside the stories, which tells me the right path to have a good life. Every time I do something bad I think about human values and don’t do it. Human values are something really important but some people don’t bother. Sometimes I think that some people are silly because they don’t think about being good. Human values are based on fruits. I think people who learn about human values are being religious as well. As it teaches the same things that religion teaches me in our church. I really like human values so I made up a poem about it.

HUMAN VALUES

Strawberries hold love,

Pears contain peace,

Grapes help you not to be violent,

Cherries lead to right conduct, which is behaviour,

Truth comes with an apple,

Do all five and you’ll become a better person alive.

Lesson Plan Exercises

Introduction & Theme

This month's lesson plans revolve around the theme of JOY OF LIFE.

RELATED VALUES

LOVE:

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

TRUTH:

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

RIGHT CONDUCT:

Self-help Skills: Care of possessions, Diet, Hygiene, Modesty, Posture, Self-reliance, Tidy appearance.

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

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

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

NON-VIOLENCE:

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

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

COMMENTARY:

According to the Webster's Dictionary, JOY means a state of happiness or felicity. According to Chambers Thesaurus the noun JOY means happiness, gladness, delight, pleasure, bliss, ecstasy, elation, joyfulness, exultation, gratification, rapture. The adjective joyful means happy, pleased, delighted, glad, elated, and ecstatic.

All the values bring joyfulness. Sometimes we feel JOY when our love flows spontaneously to another. JOY radiates from us and we feel its warm glow. We delight in each moment and experience everything as fresh and new. Everything becomes meaningful, deep and right.

Our inner state is reflected in our outer world. If we have Joy everything that we do will be coloured with it. We are more likely to be focussed on what we're doing rather than listening to

the inner, often very critical, dialogue. Our relationships with others become easier because we are less likely to make judgements, or be defensive.

As teachers and /or carers we can encourage children to be more joyful in their attitude if we ourselves radiate joy. As a teacher and parent myself, I am well aware of how great a challenge this is, but I do also know that a smile is a powerful signal. A smile acts as a trigger to give others permission, or feel safe, to smile. When we smile at others they feel good about themselves. A smile says, "I am giving you unconditional love".

"Happiness is not having what you want, but wanting what you have" *Schachtel*

"Happiness lies not in doing what we like, but in liking what we have to do" *Carl Jung*

"You cannot always do what you like, but you can like what you have to do" *Sathya Sai*

Obviously it is easy to feel happy when everything happens as we want it to, but this does not always happen, especially if we have formulated a very detailed "game plan" to live our life by. We often find ourselves dreaming about the future happiness, when certain desires are fulfilled and ignoring the joy of the moment. If only we could simplify or lessen these desires, we could perhaps, experience more joy now.

Sometimes experiences that we have gone through, or are going through, make it seem difficult to ever be able to experience joy. This could be because we have suffered bereavement, illness or some other trauma. At times like this, there are certain tools available to us, which can be quite helpful. One practice is to recall a time when we were happy then, without dwelling on the memory of the event just trying to hold on to that feeling. Another way is to say, "I give myself permission to be happy whatever the circumstances".

QUOTES

Joy is indeed the fruit of the Holy Spirit ... for God is Joy (*Mother Teresa*)

Likes and dislikes are in the mind, not the matter (*Sathya Sai*)

Always look on the bright side of life (*Proverb*)

A joyful heart is the normal result of a heart burning with love, for he gives most who gives with joy, and God loves a cheerful giver. (*Mother Teresa*)

If you see someone without a smile, give them one of yours. (*Sathya Sai*)

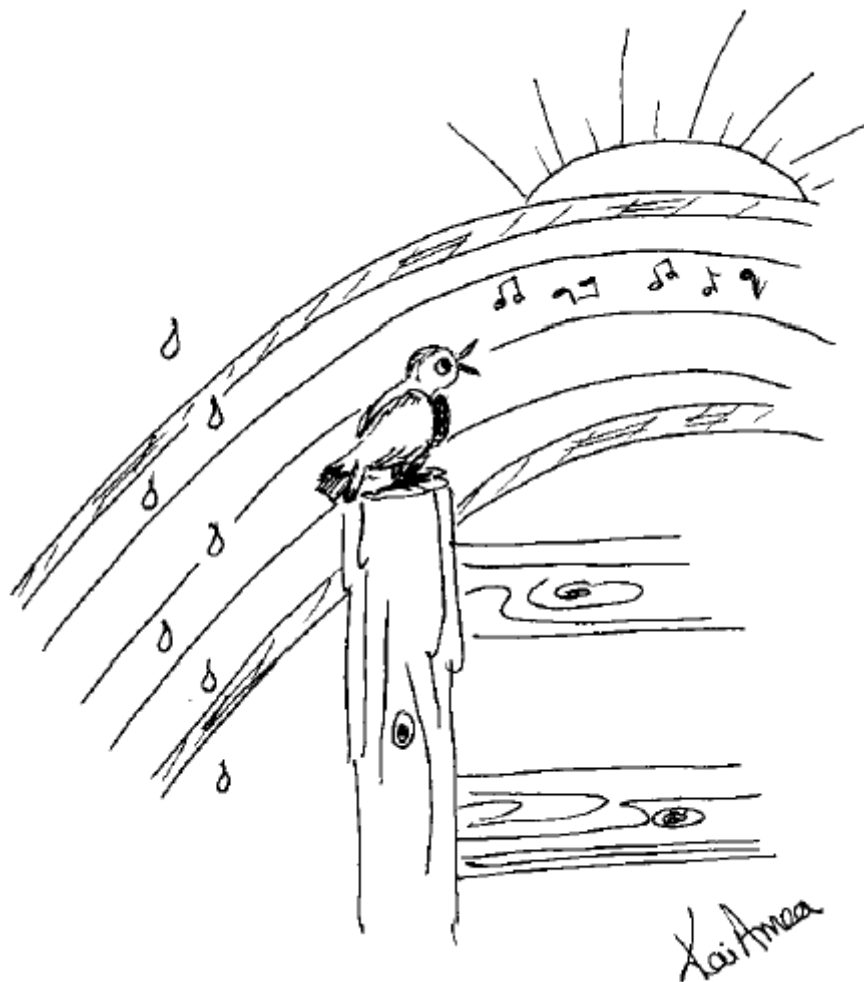
STORY

THE VISITOR

by KaiAmea

Jamie looked out of the window. The sky was thick and grey and the distant thunder pounded in his head, making the pain even worse. He thought of his exam in two days time and a wave of fear flooded over him. Groaning, he flopped back into his bed. "What a life!" he thought. "How am I supposed to work for an exam with this migraine? I am just going to fail and then my life will be ruined!" He pushed his head under the duvet and curled up into a ball. "Miserable weather and miserable world!"

Tap, tap, tap. Tap, tap, tap.



Jamie peered over to the window and could just make out the small shape of a bird pecking against the glass.

Tap, tap, tap.

“OK! Persistent little fellow, aren’t you?” He reached over to the latch and gently opened the window. As he did, the bird hopped inside onto the window ledge. It looked a sorry sight. Wet through with the heavy rain, all of its feathers sticking together in one soggy lump.

The bird shivered and then shaking itself, began to preen its feathers back into place.

Jamie watched, amazed at how confident the bird was. It didn’t appear to be the least bit afraid of him. He stared at the bird as it began to look more normal in appearance and eventually, as it dried out, Jamie recognized it as a robin.

The bird suddenly stopped preening and looked directly at Jamie. Its beady black eyes gleaming in merriment. “It is rude to stare,” it said. “Where are your manners?”

Jamie was startled. The robin hopped nearer and cocking its head onto one side continued, “What’s the matter, cat got your tongue?”

“You can talk!” whispered Jamie in astonishment.

“Of course, I can. If you take the time to listen. Thank you for letting me inside. I got caught in the storm and was wet through before I could fly to shelter.”

Jamie turned his attention to the storm outside. It was lightening now too. Large streaks of light were crackling across the sky, lighting up the clouds with their eerie light.

“Urgh!” groaned Jamie.

The robin eyed him with interest. “You don’t like the rain much, do you?”

“No. It’s grim and cold. I am fed up with it and I am fed up with my headache.”

The robin fluttered down from the window to perch on the bedstead. “You are too attached to negative things,” it observed wisely. “Why are you so concerned with things that you can do nothing about? You cannot stop it raining and you cannot change the fact that you have an exam, so why are you fighting and resisting? No wonder you have a headache with all that tension inside of you!”

Jamie looked at the robin in amazement. “How come you know so much?”

“It’s no big deal,” replied the Robin. “Just one of the natural laws of nature. One that all the creatures and plants live by. It is no use trying to alter the flow. You have to work with the rhythm of life and not fight against it. That way life becomes a joy, a dance and a celebration. It is easy, look.”

The robin pointed out of the window with its wing. “See the trees. They did not fight for a place to grow. They simply grew where they were planted. Look at the clouds. They do not battle with the wind, but allow the air currents to push them across the sky and the plants, they do not hide from the rain, they simply soak up the water ready for when the sun comes out, for they know that it will. It is part of the dance of life.

You just have to let go of the fight and enjoy each moment.”

Jamie nodded thoughtfully. “That maybe,” he said, “but what about a night like this - black and grey clouds, hard cold rain and fierce lightening? Where is the joy in that?”

The robin looked intently. "That depends on how you perceive things. You can see the lightning as fierce and be frightened, or you can sit and watch it in wonder thinking how amazing it is that the air currents can create so much power. You could even enjoy watching the lightning, as you would enjoy watching a firework display.

You can always find the positive and the wonder in any situation, if you look for it."

And he began to sing:

 "See a grey sky as silver.
 See a dull day as bright.
Change your perception of reality,
 Experience the light.

 See a black night as magical.
 A stage for the stars.
See a howling wind, a wise one,
 Bringing teaching from afar.

 See a downpour as a blessing,
 Cleansing the old.
 See all as beauty,
 Let wonders unfold.

Change your behaviour, switch thought,
 See with different eyes.
 See wonder, see beauty,
 And soar to the skies."

Jamie rubbed his eyes. Listening to the robin singing had settled his mind and he felt relaxed and tired. "You are so wise," he yawned. "And I thought owls were clever!"

"They are!" laughed the Robin. "Get some sleep and remember to see the good things in life. You will be reminded in the morning when you wake up, I promise."

Jamie lay down and was soon fast asleep. He awoke the following morning to a beam of sunlight flooding onto his bed. He remembered the robin and leapt up to find him, but strangely enough, the bird had gone, although the window was still shut and bolted.

Outside it was still raining, but the sun was shining through a gap in the clouds and as Jamie watched, the sky lit up as an enormous rainbow arced across the sky.

"Wow!" thought Jamie remembering the robin's song. Life is wonderful. He smiled and opened the window to allow the morning air into his bedroom. Immediately he heard the sound of the rain, but now he found it relaxing and soothing. "See the positive," he reminded himself. "Go with the flow!"

"Morning, Jamie. How's the head?" asked Jamie's dad, as he stuck his head around the door.

"It has completely gone!" smiled Jamie suddenly realizing that the pounding had stopped. "Look Dad, see the rainbow!"

"My, a beauty! That's grand," said his Dad walking over to the window. "Well, would you look at that."

Jamie followed his Dad's astonished gaze. The entire garden had filled with birds, all shapes and sizes and as Jamie looked, they burst into song. The sound was glorious, a special melody celebrating the day and the joy of life. Then as suddenly as they had begun, the birds stopped and were silent, as one lone Robin, perched on the gatepost, sang his solo. The sound trickled over Jamie like water and he felt the vibrations seep through his body. Excitement, hope and a sense of fun. It was good to be alive!

QUESTIONS:

1. Why was Jamie anxious?
 2. How had his anxiety affected him?
 3. According to the robin why did Jamie have a headache?
 4. What was the natural law that the robin explained to Jamie?
 5. Explain this law in your own words.
 6. How did you feel when you heard the robin's song in the story?
 7. Think of your own examples of the flow of nature.
 8. Did the story remind you of anything in your own life?
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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 JOY.

Parks can make us Happy

by Zita Starkie

Parks can make us happy
When the sun is out
They make us run and jump and play
They even make us shout.

Parks can make us happy
When the wind does blow
They make us bounce to keep us warm
They give us a red glow.

Parks can make us happy
Even in the rain
We can splash in puddles
And do the same again.

Parks can make us happy
When we get some snow
We can make a snowman
And a snowball throw.

Parks can make us happy
If we want them to.
We only have to smile inside
It's really up too you.

POEM

This poem is for Secondary level

Joy of Living

by Zita Starkie

Come forward and follow the butterfly
Floating freely in the sky.
Dance the dance around and round
Our feet will hardly touch the ground.

Sing with me an Irish ditty
Fresh and lively, fine and witty.
Talk and laugh with eyes that smile
As we play here for a while.

Sitting quietly side by side
Letting stillness be our guide.
Letting go of all our fear
Feeling safe and loved and dear.

On our skin warm sunshine glows.
Wagtail's walking dabbling its toes.
A duck feeds on the frothy pool
By rounded boulders large and cool.

And if it rains or strong wind blow
Or if comes to and hail or snow
Then Joy of Life will still go on,
The inner sun will dance anon.

Sun or wind or rain's the same
A circle in the cosmic game.
When we've finished it's back to start
Embracing the moment in our heart.

Removing the furrow from the brow.
Forgetting our grudges, living for now.
No fighting, no shouting, no sullen face.
Being happy is no disgrace.

Joy of life will come and grow
If we ask our love to show
Letting go of all the pain
We'll never be the same again.

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as JOY OF LIVING 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 JOY OF LIVING and the tools that can be used to achieve this end. This could take the form of telling them about the lives of some inspirational people such as Mother Teresa and the Dalai Lama and the late Queen Mother. The importance in the lives of these people of prayer and positive thinking could be emphasised. Children could be asked to think about a suitable logo, such as a smiling face that could be used as a motif on badges that could be presented to pupils who have helped to bring JOY OF LIFE to someone.

A programme of JOY OF LIFE activities could be arranged. The activities could include traditional dancing (such as Circle, Morris, Maypole, Scottish, Welsh and Irish), juggling and acrobatics.

A suitable theme that could be explored as part of JOY OF LIVING DAY could be Health of Body and Mind. Each class could be asked to look at some alternative therapy, which is reputed to enhance people's quality of life. Suitable areas could include: The four paths of Yoga (including meditation), Tai Chi, Alexander Technique, Crystal Healing, Colour Therapy, Alternative Medicines, (Herbal, Ayurvedic, Homeopathic and Bach Remedies), Quantum Medicine, Light and Sound Therapies and Aromatherapy.

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 1.5 "Love of Learning"; 1.7 "Being loving"; 1.11 "Sharing love"; 1.12 "Being Even tempered"; 1.13 "Contentment"; 1.25 "Love of Nature"; 1.26 "Universal love" and Book 2, Lesson 2.4 "Optimism"; 2.11 "Sharing"; 2.12 "Appreciation and Gratitude"; 2.19 "Courage and confidence"; and 2.22 "Care of the Environment".

The songs "I love learning" (Track 6); "When we're in a mood" (Track 13); "It's Splendid, its Super" (Track 21); and "Lets Care" (Track 26) can be found on CD 1.

The following can be used from CD 2: "There is beauty Everywhere" (Track 2); "Love is an Energy" (Track 7); "Happy are they" (Track 13); "Cheerfully sing" (Track 13) and "Feeling Good" (Track 17).

The first of the above poems, "Parks can make us Happy" can be used in a similar way. Dipak Fakey's Human Values boardgames (available from SSEHV Promotions Ltd) is also a very useful source for activities.

Pupils could be asked to talk about how to experience the JOY OF LIFE. 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 JOY OF LIFE. Possible titles could include, "Things that make me happy", "How I have fun with my friends/parents etc", "The happiest person I know", and "Working together is fun". These could also be displayed.

At **Lower Secondary level**, Book 3 could be used as a basis for discussion and work. In particular Lesson 3.14 "Peace of Mind"; 3.17 "Intuition"; 3.19 "Self Esteem" and 3.21 "Joy of Life".

The second poem in this newsletter, "Joy of Life" can also be used to stimulate discussion. A play could be written as a joint class project concerning the theme of JOY OF LIFE. Two contrasting families could be portrayed; one that displays a negative and miserable attitude and one that does that is full of the JOY OF LIFE.

Essays and poems can be written that are related to the topic. Possible titles could include, "Always look on the bright side of life", "You're as happy as you think you are" and "My most joyful moment". Projects could also be set on the life of the late Queen Mother, Mother Teresa and the Dalai Lama.

At GCSE level, pupils could give a talk about JOY OF LIFE or the lack of it. A debate could be arranged. Topics could include: "Why be miserable, when you can choose to be joyful", "It's OK to be joyful".

Letter writing practice could involve the theme of JOY OF LIFE. Pupils could be asked to write letters asking for information from any local, national or international groups that have been working to promote Joy of Life, such as the Prince of Wales Trust and The Scouts and Girl Guides movement.

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

- In "To Kill a Mocking Bird" by Harper Lee, the town of Maycomb is "tired old town" because it is a town steeped in prejudice and fear. The county, it was said, had really nothing to fear, "except fear itself".
- The same could be said about the community of Lantern Yard in the book *Silas Marner*.
- In "Mice and Men", by John Steinbeck, some the characters live joyless lives except when they reflect upon their "dream", because they are living in a society where there is very little trust or caring between people.
- "A View from a Bridge" by Arthur Miller demonstrates how lack of JOY can be eroded through clinging to negative tendencies such as fear, suspicion and jealousy.
- Shakespeare can also be used to explore the theme. In "The Merchant of Venice" Shylock's severity and seriousness leads him to be isolated and treated badly at the hands of Portia and Antonio. In *Romeo and Juliet* family rivalry and prejudice mar the lovers JOY.

In poetry, the following poems could be used to illustrate the theme both for GCSE and A/S Level: "The character of a Happy Life" by Sir Henry Wotton, "I wandered lonely as a Cloud" and "My Heart leaps up" by William Wordsworth, *Ode to Autumn* by John Keats, "Means to attain a Happy Life", by Henry Howard, "Corrina is going a Maying" and "Gather Ye Rosebuds", by Robert Herrick and "L'Allegro" by John Milton and the extract on "Joy and Sorrow" by Kahlil Gibran.

At A/S level, pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, "He gives most who gives with joy", and "Joy is a state of mind.". The quotes at the beginning of this newsletter can also be used. Essays and poems can be based on the same or similar titles.

In the A/S Literature course the theme of JOY OF LIFE can be explored in different ways. Restoration Comedy such as "The Way of the World" by William Congreve, "The Country Wife" by Wycherley and Shakespeare's "Much a Do about Nothing" give satirical glimpses into life.

Pupils could comment on Goldsmith's opinion of sentimental comedy as being trivial and frivolous. A suitable quote could be, "the virtues of private life are exhibited, rather than the vices exposed, and the distresses rather than the frailty of man". The more modern playwright, Samuel Beckett's "Waiting for Godot" can be analysed for its illuminating insights as to how negativity in thought and behaviour can lead to farcical consequences. Pupils could also look at humour in novels reflect the historical and social conditions of the period in which they were written and whether the humour still works for the modern reader. They could also could examine how humorous effects are achieved by a combination of sudden surprise, incongruity, absurdity, relief of tension, anti-climax, contrast or disappointment. They could examine how far better humour involved the development of sympathetic characters or the general use of wit, epigrammatic turn of phrase and neatness of expression the novel. Finally pupils may also like to examine the different forms of cruel humour and ask whether these ethically acceptable.

RELIGIOUS EDUCATION

At Junior level, children could do a project about angels with particular emphasis placed on their joyful relationship with God.

At all levels pupils could think about the benefits of prayer and positive affirmations. At junior level children could work in groups to make up a story about how acts of kindness bring joy to both the giver and the recipient. They could then make a play to be performed at assembly on JOY OF LIVING DAY.

At lower Secondary level, the same them could be followed. Pupils could also study role models such as Padre Pio, Mother Teresa and St. Francis to learn how they were able to keep a positive attitude despite the adversities that they came across in their lives. Teachers or older pupils can use the following books for support: "Positive Affirmations and Prayers" and "Metaphysical Meditations" by Yogananda, "Love, Joy and Peace" by Mother Teresa, "St. Francis" by James Twyman, "Padre Pio" by Patrick O'Donovan, "Jonathan Livingston Seagull" by Richard Bach, "There is a Spiritual Solution to Every Problem" by Wayne W. Dyer, "The teachers of the One" by Paula Marvellyand, "Present Moment, Wonderful Moment" by Thich Nhat Hanh, "The Power of Now" and "Practising the Power of Now" by Eckhart Tolle. (These and other books can be obtained at a very reasonable cost from Cygnus books that also offer a free monthly review magazines without any obligation.

Tel: 01550 777701 or 777755, fax: 01550 777569, email: enquiries@cygnus-books.co.uk, website: www.cygnus-books.co.uk).

A useful source of books for children is: Positive books for Children, Words of Discovery, Freepost Lon7858, Leicester, LE56ZY, Tel/Fax 0845 4581199, www.wordsofdiscovery.com

At GCSE level, pupils could look at practical ways in which they learn to experience more JOY. Teachers could guide pupils along the lines of looking at voluntary service and caring for others as away to be happy. Pupils could be asked to set up a project involving giving time to some service activity in the community, such as Local Agenda 21 activities.

Pupils could also offer their services, for example, to help elderly people by running errands for them, helping with gardening, cleaning windows or other small jobs. They could arrange a picnic in the park and provide entertainment through the form of a play, acrobatic display, singing or dancing. These projects could be later extended to the whole school.

Pupils could look at the role of religious festivals and investigate how they contribute to adding to the JOY of the congregations of different faiths. Holy days from different faiths could be celebrated in school assemblies. (For information on Holy Days and to a calendar of religious festivals, write to SHAP Working party on World Religions Church House, Great Smith Street, London SW1P3NZ ~ new calendars will be available from Sept 2000)

DRAMA

At Junior level, pupils could act out a play where they show how joy can be experienced through loving service. (See religion)

At Secondary level, pupils could enact plays based on the lives of people that have demonstrated great JOY OF LIVING in their lives such as Mother Teresa and the late Queen Elizabeth, the Queen Mother.

Children could also write and produce their own drama based the life style of two opposite families. One family could display the value of JOY OF LIVING whilst the other does not. The plays could be presented in assembly on JOY OF LIVING DAY.

At GCSE and A/S level, pupils could write their own play along the lines outlined above or they could rewrite a tale such as that of Dr Faustus and turn it around it so that goodness and joy prevail in the end.

PSHE

The theme of JOY OF LIVING could be introduced by asking pupils to talk about how their attitude to life affects their happiness. They could then be lead towards discovering ways in which they could bring about improvements in their attitude and understanding their feelings. The following quote could be used as a stimulus: "Do not search for happiness only in beautiful clothes ... and luxuries. These will imprison your happiness behind the bars of externality, of outwardness." (Metaphysical Meditations by Paramahansa Yogananda). A mind map (flow diagram plan) could be constructed and the results displayed in a prominent place in the school on JOY OF LIFE DAY. Examples on the mind-map could include smiling, doing good deeds, ways of bringing about relaxation and talking over problems with a friend.

GEOGRAPHY

at Junior level children could study the impact of climate and natural disasters in third world countries.

At Secondary Level, pupils could study ways in the quality of people's lives can be improved in Third World countries. Suitable areas of study could be Fair Trade, Trade not Aid, irrigation, measures to prevent and protect people from landslides, and the provision of drinking water (such as the provision of drinking water to one million inhabitants (730 Villages) in the Ananthapur District, of Andrah Pradesh in India, through the mainly voluntary work and financial contributions of the Sri Sathya Sai Service Organisation) which was completed in a single year.

For up to date information on these topics aid agencies such as OXFAM, CONCERN, CHRISTIAN AID, CAFOD and BREADLINE AFRICA can be contacted. Further information on the Sri Sathya Sai Water Supply Project can be obtained from www.srisathyasai.org.uk

At GCSE and A/S levels, pupils could look at the impact of man's interference with nature on the lives of people in Third World countries. On the negative side, for example, they could investigate the consequences, for countries such as Bangladesh, of tourism in the Himalayas. They could research the relationship between cutting down trees to provide heating for rooms in trekking chalets in Nepal and the increase in flooding in Bangladesh. On the positive side, they could look at ways man has improved the quality of life of people, such as by providing flood barriers, barriers against volcanic flows, irrigation and water schemes.

HISTORY

At Junior level, pupils could re-enact certain memorable events in history that have been associated with great JOY. These could include Armistice Day at the end of the 2nd World War, American and Indian Independence, the removal of the Berlin Wall, the first man on the moon and the freeing of Nelson Mandela.

At GCSE and A/S level, suitable topics could include the Poor Law Amendment Act of 1837 (pupils could investigate whether the poor were better or worse off after the passing of the Law), the improvement of the Social status of Women in the 19th Century and the debate over the effectiveness of the Suffragettes, the outcome of the Taff Vale Case and its impact on Trade unionists and employers, the October revolution in Russia and its significance to (a) a member of the White army and (b) a member of the Red army, India under Pandit Nehru, and the importance of Nelson Mandela in the fight against apartheid.

ART

At Junior level, children could make collages to illustrate ways in which certain people have celebrated the JOY OF LIFE. Different forms of traditional dancing could be depicted to reflect their Nation's joyful heritage. (See section on whole school)

At Secondary level, pupils may like to focus on producing work that demonstrates great vitality and joy.

At GCSE and A/S levels, pupils could draw inspiration from the works of artists such as Hodgkins and David Hockney, who show a particular vibrancy and JOY OF LIVING in their work. They may like to experiment with bold and adventurous use of colour and vibrant, moving shapes.

DESIGN TECHNOLOGY

Pupils could be asked to design and make inspirational objects for JOY OF LIFE day. These could include badges, a school plaque (see quotes) or some other representation of JOY OF LIVING 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 a particularly positive attitude to their schoolwork, interaction with others and to life in general. 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 JOY OF LIVING. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for JOY OF LIVING 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 try to keep in a positive frame of mind? *yes, no, sometimes, never.*
- Do you think that it is important to have a positive attitude to life? *Yes, no, sometimes, not sure.*
- How do you feel when you have been positive 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 elimination. The teacher could draw parallels with daily life and how we need to persevere (see March 2000 newsletter on Perseverance) 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 investigate which animals enjoy playing. Suitable examples could include cats, dogs, otters, and monkeys. Each child could draw or cut out a picture to be mounted on a JOY OF LIFE collage, which can be incorporated in the larger school display for JOY OF LIFE DAY.

At GCSE and A/S levels the topic of JOY OF LIFE can be explored through the study of chemicals in the body that effect moods. On the negative side pupils can investigate the production of chemicals such as uric acid, through worry, and its impact on the body in the form of such phenomena as arthritis and headaches. The effect of hormones on mood could also be studied. On the positive side the effect of chemicals such as endomorphines can be researched and they can investigate natural ways in which more of these chemicals be released to promote feelings of well-being. Other areas than can be explored could include herbs that bring relaxation such as Camomile and Valerian and others that bring feelings of well-being such as Kava Kava. Pupils could also investigate how the lack of certain trace elements in the diet, such as Potassium, Selenium and Magnesium can result in depression.

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 as to how positive thinking and visualisation of light can support and help the body in its natural process of self healing.

CHEMISTRY

At Junior level, children could conduct experiments that involve agents that cause the release of carbon dioxide and hence fizzing, such as baking powder.

At Secondary level pupils could investigate how different chemicals produce different colours.

At GCSE and A/S levels, the nature and composition of the chemicals used in fireworks could be investigated. Teachers could also use the study of viscosity as a means of introducing the theme of JOY OF LIFE. They could point out 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 JOY OF LIFE can be introduced by looking at inventions that are used to give people fun experiences in theme parks and fairgrounds. Projects on this could include topics such as gravity and centrifugal force. The study of forces on objects can be built around the theme of JOY OF LIFE.

At GCSE and A/S levels, the same topic can be explored in more depth and pupils could be encouraged to make their own working models to demonstrate how speed and centrifugal force can defy the usual rules of gravity. The use of light in entertainment could also be explored; suitable topics would include: Ultra violet, Neon and Laser light.

MUSIC

Teachers could choose uplifting and inspiring music that is aimed at giving pupils and their audience, an experience of JOY OF LIFE. These pieces can be played at assembly on JOY OF LIFE day. Pupils can be encouraged to perform musical pieces with enthusiasm and to sing with joy. Suitable pieces could include hymns that praise God, songs that have positive and uplifting lyrics. Multifaith music could also be used such as North American Red Indian Sacred music, Hindu Bhajans, Muslim and Christian Chants, Jewish songs and Sufi Music.

At GCSE and A/s levels the practice of Nada Yoga could be studied. According to Hindu belief Nada yoga is the use of sound vibrations that are produced when a person is focused on the centre of the heart and coming from a deep and still place. Like the Ancient Chinese, Hindus believe that musicians and singers have a responsibility to the audience. They believe that sound should be uplifting and pleasant to the ears so that it transforms the energy into a positive force and raises the consciousness of the participants and audience. The practice of Nada Yoga is one where sound is used to lift the consciousness and open the heart, whilst purifying the atmosphere. In this practice the musician/singer first become still within themselves; only then do they perform any music.

LANGUAGES

At lower Secondary level, pupils could be asked to enact a play based on the theme of JOY OF LIFE. Key words related JOY OF LIFE 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 cats and otters that behave in a playful manner.

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