

---

# *Sathya Sai Education in Human Values, UK*

# *Newsletter November 2002*

---

Welcome to the November 2002 Issue.

## CONTENTS

	<b>Page</b>
<b>News &amp; Articles of Interest:</b>	
<b>Educare - An Introduction</b>	<b>2</b>
<b>SSEHV &amp; Spirituality: Conceptual Clarification</b>	<b>3</b>
<b>Lesson Plans:</b>	
<b>Introduction &amp; Theme for the month: Generosity</b>	<b>5</b>
<b>Short Story: Giving with Love</b>	<b>7</b>
<b>Poem: Generosity</b>	<b>8</b>
<b>Poem: You give it all</b>	<b>9</b>
<b>Curriculum Suggestions</b>	<b>10</b>

The Sathya Sai Education in Human Values Trust UK is a registered charity committed to promoting human values in education. The contents of this newsletter may be reproduced and used freely for educational purposes provided it is on a non-profit basis.

Copyright © 2002 Sathya Sai Education in Human Values Trust UK. All Rights Reserved.

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)

---

## NEWS & ARTICLES OF INTEREST

### **Educare – An Introduction**

Educare is a term which is being used more frequently in SSEHV resources, literature and discussions, and the purpose of this article is to provide clarification of its meaning.

“Educare” is a term adopted to cover all the SSEHV teaching Programmes including parenting skills. It refers to putting the ‘Care’ (and human values) back into all systems of education. It comes from ‘educere’, a Latin word meaning to draw out, because we draw out the values which are inherent in a human being, rather than impose anything on children from outside.

Practically, educare refers to all the SSEHV Programmes of teaching aimed at helping humanity to draw out the qualities of goodness inherent in man, and to understand the inner makeup of a human being in relation to the outer physical world, in order to keep a perfect balance.

Educare recognises that life is interdependent and that we share the same building blocks with everything that surrounds us. This will lead to the understanding that caring exclusively for ourselves, believing we are isolated and separate is an illusion that can only lead to disaster.

For example, today, people are ruining their health and the physical environment through the way they live. Wrong eating (e.g. it has recently been said that, soon, parent’s lives will exceed that of their children due to obesity in the young), alcohol, drugs and high stress levels are increasingly prevalent in affecting health. Commerce, business profits, and personal wealth are being pursued at costs greatly detrimental to the environment, resulting in a negative impact on people lives (e.g. higher cancer risk due to reduced ozone layer, pollution, chemicals in the food chain, etc.).

The purpose of educare is to correct this imbalance.

Educare therefore refers to the whole system of education which provides practical knowledge for educating for life, and not just for earning a living. Educare recognises that unity in multiplicity is the ultimate goal of education, resulting in a world which is a better place to live in, for people today, and for future generations.

---

## **SSEHV & Spirituality: A Conceptual Clarification**

The Sathya Sai Education in Human Values Programme is designed for people of all faiths or no faith and therefore is non-denominational. By practicing the Values, a Christian becomes a better Christian, a Muslim a better Muslim and a Humanist a better Humanist. The Programme recognises and respects that people have different backgrounds due to genes, language, education, tradition and therefore have different views of life.

The exclusive aim of the Programme is to promote human values. It is not intended to promote any organisation and does not give predominance to any particular religion.

The central teaching is that SSEHV does not impose rules of conduct and that it seeks to provide a secure base, through the 5 teaching components, which individuals can use to make their own decisions. We encourage children and course participants to take responsibility for their actions and develop self-confidence by listening to their own conscience.

The Programme meets the curriculum requirements as regards the spiritual, moral, social and cultural development of children. The Sathya Sai EHV Programme is a spiritual programme in that it develops the "human spirit" which entails love, peace, creativity, search for meaning and other human values. The text below clarifies how the term 'spirituality' may be understood and in what context Sathya Sai EHV can be defined as a spiritual programme.

### **Conceptual clarification**

*Extracted from the National Foundation for Education Research, 2000.*

It is only within the last few years that "spiritual development" has come to the fore as an overt aim of education in the UK. There are three ways in which the term Spirituality may be understood. That is in reference to:

- 1) the sacred and devotional aspects of a traditional religion;
- 2) the "New spirituality" including experiences of enlightenment, healing, meditation, emphasis on inwardness, intuition, imagination and an opening to the traditions of the far East and American Indians;
- 3) the concept of the "human spirit", implying capacities such as love, peace, wonder, joy, imagination, hope, forgiveness, integrity, sensitivity, creativity, aspirations and the search for meaning.

A widespread agreement is emerging that the only form of spiritual development that can justifiably be promoted in the 'common school', i.e. across the board for everyone, is that concerning the "human spirit".

### **The position of SSEHV**

Sathya Sai EHV meets the national curriculum requirements as regards the spiritual, moral, social and cultural development of children.

Sathya Sai EHV meets the requirements of the PSHE and Citizenship syllabi and produces booklets that cross-reference the curriculum requirements to the contents of SSEHV resources that satisfy them.

---

Sathya Sai EHV relates directly to the “human spirit” in that it develops awareness of the five fundamental human values of Truth, Love, Peace, Right conduct and Non-violence and it can be defined as a “spiritual” programme only when seen from this perspective. Sathya Sai EHV helps children to understand, by reference to their own conscience, their values, identity and emotions. The programme helps children to grow through the development of an awareness of the human spirit, and facilitates the exploration of their inner space through working and sharing with others and through contemplation and reflection.

## LESSON PLAN EXERCISES

### Introduction & Theme for the Month

This month's lesson plans are based on the theme of **GENEROSITY**.

### RELATED VALUES

#### LOVE:

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

#### TRUTH:

Fairness, Fearlessness, Honesty, Integrity, Justice, Optimism, Reason, Self-awareness and Unity of thought, words and deed.

#### RIGHT CONDUCT:

Social Skills: Good behaviour, Helpfulness, Good relationships.

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

PEACE: Equality, Focus, Gratitude, Happiness, Harmony, Humility, Optimism, Patience, Reflection, Satisfaction, Self-control, Self-esteem, Self-discipline, Self-respect, Understanding and Virtue.

#### NON-VIOLENCE:

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

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

### Background to the Theme

According to the Webster's Dictionary, GENEROSITY means liberality in spirit or act especially: liberality in giving. In Chambers Thesaurus, the synonyms given are liberality, munificence, open-handedness, bounty, charity, magnanimity, philanthropy, kindness, big-heartedness, benevolence and goodness.

Young children enjoy being GENEROUS. They love to give and help others. They love to be useful and are often reprimanded by adults for being too enthusiastic, for example when going shopping, or when trying to help with other adult tasks. It often requires a lot of patience on the part of the parent, carer or teacher to allow a child to express his/her GENEROSITY as both the process and the outcome may not be in keeping with what the adult had originally envisaged!

As children grow older, they may be more reluctant to give of themselves with spontaneity and enthusiasm. It is, however, important that they are encouraged to do so, not only for the sake of others, but also for their own sakes. Like adults, children are able to forget about their own

---

needs, desires or problems when they are focusing on giving for the benefit of others. The act of giving also raises a child's self esteem.

Children who have problems in behavioural, physical or academic terms can feel part of a team when participating in a fund raising project such as Children in Need. Working for a charitable cause provides positive focus, fosters team spirit, and helps to break down social, ethnic and religious barriers between children.

Many organisations such as the Scouts and Guides and the Duke of Edinburgh Award Scheme provide opportunities for children and young people to serve others. It has been observed that children who participate in these programmes show remarkable improvements in terms of behaviour, self-discipline and focus. Helping children to focus their spare time on participating in acts of GENEROSITY also helps them become less egocentric and more socially aware. Teachers could suggest to children that GENEROSITY is not necessarily about giving money, but rather about giving of themselves.

## QUOTES

*Do as you would be done by.* The Water Babies

*As you sow so shall you reap.* (Jesus)

*You give but little when you give of your possessions it is when you give of yourself that you truly give.* (Kahlil Gilbran ~ The Prophet)

*Aspire not to have more but to be more* (Archbishop Oscar Romero)

## SHORT STORY

### Giving With Love.

*by KaiAmea*

It was Harvest time. The cloud looked down from the sky at all the fields full of wheat, at all the plants full of fruit and berries and sighed.

“How generous the plants are,” it murmured.

The sun heard the cloud and laughed in agreement.

“Why do you think that they are generous?” he asked.

“Because they give so much,” replied the cloud. “They give all their fruits freely to all.”

“Yes,” replied the Sun, “They do, but do you think that they are happy to give so freely?”

The cloud looked down at the land below. It saw the wheat being thrashed by the harvester and the apple trees being stripped of their fruit. It became confused.

“They do have to sacrifice,” said the cloud, “but I guess they are happy if people give thanks.”

The sun shone even more brightly, “Yes,” he said. “They give freely and it makes them happy. When they give their seeds can be spread, so that they make a difference, and most importantly they give because it is natural for them to do so.

This is true generosity. Generosity comes from within, from the heart. Giving and wanting something back is not true generosity. It is a bargain. It does not have the same meaning and does not have the same positive effect. If you cannot give with love, then it is better not to give at all. Generosity is natural and spontaneous, like the plants of nature, not thought about and planned for effect.”

The cloud was so touched by the wisdom of the sun that it began to shed tears of joy. Droplets of water gently fell to the ground below. The plants straightened their stems and reached to the sky to embrace the rain with green leaves.

“How the sky and clouds love us,” they murmured. “How generous they are in giving us water to survive.”

#### **Questions:**

1. What does generosity mean?
  2. Is giving if you want something back being generous?
  3. How do you think that generosity effects people/situations?
  4. How does the story show that generosity is natural?
  5. Should generosity be taken for granted?
  6. Why not?
  7. How do you feel when you are generous?
-

## POEM

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

### **Generosity**

*by Zita Starkie*

At school today I lent a pen.  
My teacher said  
“Whose generous then?”

I offered Jo some of my pear.  
She smiled and said,  
“You really care.”

I made a present for my dad.  
I gave my time  
It made me glad.

I shared my brolly in the rain  
With Sam and Sarah  
George and Jane.

I said young Brian could stroke my cat  
And let him play with  
My pet rat.

I bought some bird -seed with my money  
To thank wild birds  
For being funny.

I gave some toys and gifts galore  
To help some children  
Who are poor.

Generosity makes me feel good  
I’m giving out  
Just as I should.

---

## POEM

This poem is for Secondary level.

### **You give it all**

*by Zita Starkie*

You've always given , given, given.  
Given of your time  
Ungrudgingly  
Spent a while  
With me  
Helped me through each trial.

You've always smiled, smiled, smiled.  
No obstacle too great  
Helping me  
Gave your time  
For me  
Standing by my side.

You've always let me, let me, let me  
Let me have my say.  
Silently sitting  
Just listening  
To me  
Giving me the space.

## CURRICULUM SUGGESTIONS

**WHOLE SCHOOL:** A day could be set aside as GENEROSITY 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 GENEROSITY. The SSEHV 5 Values tree could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have displayed GENEROSITY.

The school could look at ways in which they could benefit from nature's GENEROSITY. They could, for example, plant fruit trees and nut-bearing bushes and trees. They could make a vegetable garden. (See "Creative Vegetable Gardening by Joy Larkcom (Mitchell Beazley, 1997). Classes could share responsibility for planting, tending and harvesting the crops. Each form could be responsible for a different vegetable. Pupils could look at ways that they could return nature's GENEROSITY. They could design and set up a Wildlife garden. A suggestion box could be placed in the hall for suggestions as to how this could be done. A list of guidelines could be placed in a prominent place.

These could include:

- (1) Leaving some dead flowers to form seed heads to provide winter food for birds (for further information write to John chambers, 15, Westleigh Road, Barton, Seagrave, Kettering, Northants NN15 5AJ).
- (2) Setting up a meadowland to encourage butterflies and other insects.
- (3) Creating a pond to provide a habitat for all kinds of animals such as frogs, newts, dragonflies and also to act as a bathing or watering hole for other wildlife, such as birds, mammals and hedgehogs.
- (4) Planting plants that attract butterflies and other insects
- (5) Providing a log pile for insects and small creatures to over winter.
- (6) Providing birds with nesting boxes, food tables and baths.
- (7) Encouraging natural predators by for example providing lacewing boxes to help increase the numbers of those who survive over winter. Suggested background reading to help with project could include: "Healing gardens" by Romy Rawlins ISBN 0-297-82374-4), "How to make a Wildlife Garden" by Chris Baines (Elm Tree Books 1986), "Attracting Birds to your Garden", by Stephen moss and David Cottridge (New Holland Publishers 1988) For further information pupils could write to the Royal Society for Protection of Birds, (the Lodge, Sandy Lane, Beds SG192DL), The Royal Society for Nature Conservation, (the Green, Witham Park, Waterside, South Lincoln LN57JR), Butterfly conservation, (PO Box 222, Dedham, Colchester, Essex CO7 6EY).

Pupils could be encouraged to be GENEROUS to others. They could design a garden for the deaf, blind and/or otherwise disabled person. Pupils could give generously of their time, such as by visit to a residential home for the elderly or putting on a concert /play to entertain them. Further ideas of how to help the elderly or how to 'adopt a gran', can be obtained through "Help the Aged" (St James' Walk, Clerkenwell Green, London EC1R OBE Tel: 00208 250 4466) SSEHV Book 3 P. 106 and 210 an Book 4, Lesson 16) are also a useful sources of ideas on the theme of GENEROSITY. An outing could also be arranged to a homeless shelter (SSEHV Book 4, Lesson 26.).

---

### **ENGLISH:**

- At Junior level, SSEHV materials from the books and CDs can be used as the basis of discussion, activities and work. Lessons can be based on the following sections:
  - Book 1, Lessons 1.9 “Consideration”; 1.19 “Good Relationships”; 1.20 “Helping those in trouble and “1.26 “Universal love”, and
  - Book 2, Lesson 2.9 “Generosity”; 2.10 “Kindness”; 2.11 “Sharing”; 2.22 and “Care of the Environment”.
  - The songs “Mother Theresa” (Track 5), “If you wish for love” (Track 8), “Come take my hand” (Track 19), “A little love” (Track 20) and “Lets Care” (Track 26) can be found on CD 1.
  - The following can be used from CD 2: “Come and take my hand” (Track 5), “Love is an energy” (Track 7), “Give, give, give” (Track 9), “Kindness is a treasure” (Track 10) and “St Francis prayer” (Track 18).
- The first of the above poems, “ Generosity”, can be used in a similar way. Dipak Fakley’s Human Values board games (available from SSEHV Promotions Ltd) is also a very useful source for activities.
- Pupils could talk about the benefits of GENEROSITY. 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 GENEROSITY. Possible titles could include, “My parents are GENEROUS”, “ Noah’s Arc” and “Giving makes me happy ”. These could also be displayed.

At Lower Secondary level:

- Book 3 and 4 could be used as a basis for discussion and work. In particular, lesson:
  - 3.6 “Care for the community,”
  - 3.16 “Waste minimisation and protecting the environment”
  - 3.23 “Giving”
  - 3.26 “Universal love” and
  - Book 4: 4.7 ”Caring”
  - 4.8 “Loving service”
  - 4.9 ”Compassion and sacrifice”
  - 4.10 ”Caring and patience”
  - 4.22 ”Care for the environment”
  - 4.23 ”Social justice” and
  - 4.26 ”Social responsibility”
- The second poem in this newsletter, “You give it all”, 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 GENEROSITY. Two contrasting families could be portrayed; one that displays GENEROSITY and one that does not. Essays and poems can be written that are related to the topic. Possible titles could include, “ My friend gives me her/his time”, “ Generosity makes me happy” and “The day I was GENEROUS”. Pupils could write a play based on the life of set on the life and works of Mother Teresa or Mary Fry. (See SSEHV book 4 , lessons 4.9 and 4.23).

At GCSE level:

- pupils could give a talk about GENEROSITY or the lack of it. A debate could be arranged. Topics could include “GENEROSITY comes back to you”, “It’s better to give than to receive”.
- Letter writing practice could involve the theme of GENEROSITY. Pupils could write letters of praise and congratulations to any local, national or international groups that have been working to promote GENEROSITY to mankind, animals or nature.

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

- In “Silas Marner” by George Elliot, Silas displays great GENEROSITY of heart when he takes in Eppie. He also does the same when he is prepared to give her up to her father and later her fiancé.
- The same can be said of George in the novel “Of Mice and Men” by John Steinbeck and of Eddie in “A view from the Bridge”. Pupils could consider how far these characters are being GENEROUS and how far circumstances and/or their own needs are dictating their GENEROSITY“.
- In “To Kill a Mocking Bird” by Harper Lee, Atticus gives generously of his time to his clients, but how far is he generous towards his own family? Pupils could consider how far characters are GENEROUS to each other in the sense of tolerance or understanding.
- In “The Merchant of Venice” Antonio and Shylock are not GENEROUS to each other, in the sense their prejudice pushes them to treat each other badly. In “Romeo and Juliette” Juliette’s father shows no liberality of spirit when he threatens to throw his daughter out on the street.
- In poetry, “ The Charge of the Light Brigade”, by Alfred Lord Tennyson, the men are GENEROUS with their lives whilst in “Ode to Autumn” by John Keats, nature is GENEROUS to man.
- Pupils could compare William Wordsworth is GENEROSITY in his praise of London in “ Upon Westminster Bridge”, to William Blake’s condemnation of the same city in his poem “London”.

At A/S level, pupils could prepare a debate for presentation to the school. Suitable titles could include, “ The value of a gift is in the love which it is given”, and “ You give but little when you give of your possessions.”(See quotes at the beginning of the newsletter)

In the A/S Literature course the theme of GENEROSITY can be explored in different ways:

- Pupils could examine how GENEROSITY is sometimes not genuine. Examples could include Shakespeare’s “Hamlet”. Pupils could discuss the meaning of the quote “To the noble mind rich gifts wax poor when givers prove unkind, ”(Hamlet 3.1) In “Othello”, pupils could discuss Desdemona’s GENEROSITY of love in the light of the following quotes: “My love doth so approve him that even his stubbornness, his cheeks, his frowns... have grace and favour in them” (Act 4 Scene 3). They could consider how sometime GENEROSITY is not always reciprocated.
- A suitable example of this could be found in the play “Oleanna” by David Marnet. Carol does not reciprocate John’s GENEROSITY. When John attempts to establish equal power relations by voluntarily agreeing to surrender his dominant position, his student takes advantage and completely reverses the power relations.

- In “Animal Farm” by George Orwell, the narrator tells us that the wild creatures, when treated with GENEROSITY “took advantage of it”. Students could consider how and why writers are often GENEROUS to their characters.
- In “The Colour Purple”, Alice Walker writes Alphonso out of the story in a way that does not reflect his actions. In a Victorian novel, he would get his just punishment, but in her novel he has died happily, with a lot of money, the good opinion of the community and even has even been given a huge monument in the graveyard.
- Many poems can be used to consider the theme of GENEROSITY. The nature of unconditional love can be explored through the following poems:
  - “The Passionate Shepherd to his Love” by Christopher Marlow
  - The sonnet “Batter My Heart” by John Donne
  - “To the Highland Girl” by William Wordsworth
  - the sonnets from the Portuguese by E.B.Browning and
  - the extract “Speak to us of Love” by Kahlil Gilbran.

Other poems could be used to demonstrate the author’s GENEROSITY towards the object of his/her praise. Suitable examples could include “The Reaper”, “To the Daisy”, “The Daffodils” and “Upon Westminster Bridge” by William Wordsworth, “To the Evening Star” by T. Campbell and “Unto us a son is given” by Alice Meynell.

### ***RELIGIOUS EDUCATION***

At Junior level pupils could compare the GENEROSITY of the three wise men and the shepherds. They could consider how Noah was GENEROUS to animals and towards the future generation. The poem “Generosity” (See Newsletter Poems) could be used as a basis for discussion. They could reflect on the story of “The poor widow” (Book 2 lesson 2.9). They could consider the following questions:

- (1) Who was the more generous – the rich woman or the poor widow. Explain your answer.
- (2) Apart from giving money, in what ways can we be generous? Suitable suggestions could include giving one’s time to help others, sharing one’s possessions and supporting charities.

The story “The doctor’s knobbly bag” (SSEHV Book 1, Lesson 1.9) could be used as a basis of a project about people, such as Dr Oppenheim, who shown great GENEROSITY to others. Pupils could play the game “The Good Samaritan” (SSEHV Book 1, 1.20) to explore ways in which they can be GENEROUS with their time.

At Secondary level, a multi-faith activity could be set up for GENEROSITY DAY. Individual pupils or small groups could research a particular religion or faith concerning what each has to say about GENEROSITY. Their work could be mounted and displayed in a prominent place on GENEROSITY DAY. Pupils could research the lives of great spiritual teachers whose lives have been a shining example of GENEROSITY.

Suitable questions could include

- (1) Jesus had no possessions but he gave his body as a gift. What were the intentions behind this ultimate act of GENEROSITY?
- (2) BUDDAH gave up all his possessions and turned his back on his wealthy lifestyle so that he could find and answer to the question of how suffering could be relieved. Why was this an act of GENEROSITY? Discuss the two quotes in the light of the theme GENEROSITY.
- (3) How far can Abraham’s willingness to sacrifice his son be seen as an act of GENEROSITY? Pupils could also look at traditions of giving gifts in different faiths. Examples could the

giving or sharing of food and the traditions of gift giving in honour of different festivals. They could also do a project based on thanksgiving festivals, which acknowledge God's GENEROSITY. Examples could include the Christian Harvest Festival, Jewish Passover, where God is seen as generous, through his mercy and compassion.

- (4) In the Moslem faith, Hazrat Ali was known as the prince of Givers. Do you know why?

They could compare how various faiths place emphasis on the need to remember and acknowledge God's generosity. Suitable examples could include, how in the Muslim faith the Qur'an and all the Suras, except one, start with, "In the name of God, the Merciful, the Compassionate". Pupils could compare the idea of God as a generous benefactor as portrayed in various holy texts. Examples could include: the Muslim last message through Mohammed from God at Ka'ba, "I have fulfilled the extent of My favour towards you. I have left you the book of Allah and clear commandments" and the Biblical reference, "God so loved the world that he gave his only begotten son."

### ***DRAMA***

At all levels, both Junior and Secondary, pupils could enact plays based on the lives of people that have demonstrated great GENEROSITY in their work, such as Florence Nightingale, Elizabeth Fry, Mahatma Ghandi, Martin Luther King, Mother Teresa, Archbishop Romero and Nelson Mandela. They could write and perform two contrasting plays: one in which giving is mostly seen as a means to an end, and the other where GENEROSITY is an act of altruism and designed to meet a need. The story "A Christmas Carol" by Charles Dickens could be given a modern interpretation. All plays could be performed in front of the school on GENEROSITY DAY and also performances could be adapted for visits to old people's homes and other similar institutions. Pupils could create a "street theatre performance" to be held in the playground one lunchtime. Various values related to GENEROSITY could be incorporated. (See list of associated values at the beginning of the newsletter).

### ***PSHE***

The theme of GENEROSITY could be introduced by asking pupils to define what is understood by the term. These ideas could be put onto a mind map and later displayed in a prominent place on GENEROSITY. Pupils could discuss the following quotes:

- (1) The value of a gift is in the love with which it is given.
- (3) "You give but little when you give of your possession. It is when you give of yourself that you truly give" (Kahlil Gilbran)

Pupils could suggest and list ways in which they could use their time in a way that reflects a GENEROUS nature. Ideas could include helping out at home or in school. Doing jobs for old people or looking after younger brothers and sisters, cleaning out, feeding and exercising pets, putting on shows for the elderly or handicapped and raising money for charity. (See ideas for the whole school)

---

## **GEOGRAPHY**

At Junior level, children could study ways in which people could be GENEROUS to the planet. Examples could include planting trees, conserving energy, water and other resources and respecting the countryside. SSEHV Book 2.22, Care of the Environment could be used as a basis for this work and in particular the story about the man who “Planted hope and grew happiness”. The section on Organic farming (P14) is also useful. At Lower Secondary level teachers could use the topic of GENEROSITY by looking at ways that they can care for the environment. SSEHV books 3.16 and 4.22 could be used as a basis for the work. A suitable question would be: (a) Discuss the quote: “For what we waste and throw away, future generations will have to pay” and (b) In terms of conservation, what can individuals do to act GENEROUSLY towards the planet and for the benefit of mankind and future generations to come?

At GCSE and A/S levels pupils could consider how in terms of the world’s wealth some parts of the world have been given a very generous share whilst others have been given a less than generous share. Suitable questions could include:

- (1) With the exception of New Zealand and Australia, the richer countries are almost all in the Northern Hemisphere. In 1995, for example, the estimated capita GNP of Switzerland was \$40,630; for Tanzania, it was \$140. 20% of the world’s population live in MDCs and own 80% of the world’s wealth. Explain this in terms of (a) Physical geography (b) political history.
- (2) Many more economically developed countries (MEDCs) had colonies in the less economically developed countries (LEDCs).
  - (a) Show, using concrete examples, how many MEDCs are still imposing restrictions on the LEDCs .
  - (b) Why is the development gap still getting wider .
  - (c) suggest ways in which this gap could be narrowed.
- (3) Only half of the poor countries in the World Trade Organisation, one of the most powerful institutions governing trade, can afford a representative at its HQ. Suggest how this might affect trading agreements with other countries.
- (4) By following world trade rules poor countries spend £13 billion a day, fourteen times the amount they get in aid. Explain why this is so and suggest alternatives.
- (5) World trade has increased ten times since 1970. Per capita food production has also increased. Using named examples, give reasons why the number of people going hungry in Africa has doubled, despite these increases in world food production. (For further information write to Cafod Campaigns, Freepost Cafod, Romero Close, Stockwell Road, London SW9 9BR [www.cafod.org.uk](http://www.cafod.org.uk) Tel: 02077337900).

## **HISTORY**

At Junior and Secondary levels, level pupils could look at inspirational figures in History that gave GENEROUSLY to others. Suitable examples could include Elizabeth Fry (SSEHV Book 4.23), Mother Theresa (SSEHV Book 4.29) and Bishop Romero who was willing to sacrifice his life for the sake of speaking out against injustice in El Salvador.

At GCSE level, suitable questions could include:

- (1) In what ways did Elizabeth I show GENEROSITY to those of faiths other than the Protestant faith? Was she as GENEROUS in her attitude towards the poor?

- (2) The 19<sup>th</sup> century philanthropists and social reformers, Ashley and Wilberforce pressed for social reforms. (a) With reference to their social class, why can this be considered as a GENEROUS act? (b) Did other members of their class act so generously.
- (3) How and why were 19<sup>th</sup> Century factory owners less than GENEROUS to their employees?
- (4) How far can (a) the Reform Act of 1832, (b) The Factory act of 1833 and (c) the Poor Law Amendment Act of 1834, be seen as acts of GENEROSITY as opposed to an act of expediency?
- (5) Was the outcome of the Taff Vale case GENEROUS to trade Unionists or employers? Explain your answer.
- (6) How far were Liberals in Britain in 1910 GENEROUS to poorer people?
- (7) If the post war settlement had been more GENEROUS towards Germany, do you think Hitler have been able to come to power?
- (8) Was Franklin D. Roosevelt's New Deal of 1932 really a GENEROUS one?

At A/S and A level, pupils could consider how far lack of GENEROSITY towards the poorer classes by employers and government has been responsible for major political, social and economic upheavals. Suitable questions could include:

- (1) "We recommend ... all relief whatever to able – bodied persons or to their families, otherwise than in well regulated work houses - be declared unlawful and shall cease - and that all relief afforded in respect of children under the age of 16 shall be considered as afforded to their parents." (1834 report from His Majesty's Commissioners, for inquiring into the Administration and Practical operation of the Poor Laws). What evidence is there in the source to support the view that this report was based on Benthamite ideas?
- (2) "The miners are locked out to enforce reduction of wages and increase in hours. The government stands behind the mine owners. It had rebuffed the Trade Union Movement's every effort to pave the way to an honourable peace...The unions are fighting to maintain the standard of the life of the great mass of the people". (From the Daily Herald 4<sup>th</sup> May 1926). Comment on this report. How far does this source contribute to an understanding of the causes of the General Strike and its eventually outcomes.

## ***ART***

At Junior level, children could make collages to illustrate nature's bounties. They could make greeting cards to be given on birthdays, festivals, to cheer people up, or for making someone feel special. At Secondary level, pupils may like to focus on the work of artists that used a degree of GENEROSITY or artistic licence to depict the wonders of nature. Suitable examples could include Constable, the Expressionists, Van Gogh, Goya, Turner (in particular in his depiction of fire) and Japanese landscape artists. Pupils could also look at the role of patronage in supporting and promoting famous artists.

At GCSE level, pupils could look at art forms that could be considered expressions of GENEROSITY or artistic licence. Suitable examples could include the painting of natural landscapes, where the artist is required to capture the essence or the atmosphere of a particular place rather than record it accurately. The teacher could point out that there are no hard and fast rules, for example, for sketching a landscape. Pupils could be shown how to establish dark or black areas first and then the light areas by rubbing out.

They could also consider how abstract art is art that is the opposite of being GENEROUS in its interpretation of a subject. They could practice abstracting from still life by cutting out a view

---

from paper and reducing the scale to no larger than 20cm to 8. Drawing only contour lines and not bothering with tone, texture or colour, they could create a simple drawing. This could take about one hour. Pupils could then work back into the drawing using a vector, or straight line as a sole mark. Curved lines could be brought to straight-line facets. After half an hour, students could be asked to use the series of lines as the basis for a new drawing.

At A/S and A levels pupils could consider the above in more detail. Suitable examples could include

(1) Comment on the following quote. "To observe and understand the abstract or formal composition of a thing requires one to edit the details and complexities of the world." (Peter Stanyer and Terry Rosenberg, "A Foundation Course in drawing" 1996)

(2) How far can Leonardo da Vinci be considered a forefather of abstract art? You may like to consider how he observed the vortex as the basis of some forms of plants, of movement in water, of particular hairstyles and nature and man's destructive forces. As a contrast to this, pupils could explore ways in which they can be GENEROUS in their interpretation of a subject. A suitable example of this would be the construction of a tonal reading of a scene to endeavour to create an illusion of form and mass.

### **DESIGN TECHNOLOGY**

At Junior levels, pupils could be asked to design and make inspirational objects for GENEROSITY DAY. These could include badges, a school plaque (see quotes) or some other representation of GENEROSITY through a sculpture, collage, tapestry or other medium. Pupils could design and make gifts that could be given on birthdays and Christmas to family or friends. They could also design and make their own cards and gift wrapping paper.

At Secondary level, pupils could design and make cards or gifts that could be taken to an old people's home for distribution at Christmas or Easter, or that could be sent to children in hospitals, orphanages or refugee camps. They could also design and make items that could be used in one of the gardens that have been suggested earlier in this newsletter, as a project for the whole school. For example, (1) The Wildlife garden: nesting boxes, bird tables, birdbath and feeders for dispensing seeds and nuts; (2) To support nature: A compost container and a wormery.

### **MATHS**

At Junior level, children could be given a sticker when they have shown great patience over a particular set task. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period of time.

At Upper and Secondary levels, pupils can be asked to devise surveys concerning GENEROSITY. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for GENEROSITY DAY or longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter, and pie diagrams. The survey can be conducted in the form of questionnaires.

Pupils could be asked to tick the relevant box (boxes) and write comments in appropriate places. Suitable questions could include:

- "Do you consider that you are a GENEROUS person?" yes, no sometimes, never.
-

- “Do you think that it is important to be GENEROUS with your time; in other words by using some of it to help others?” *Yes, no, not sure.*
- “How do you feel when you have been GENEROUS in some way, for example through an act of kindness, through giving praise or by giving time to those in need?” *OK, not sure, very happy, excited, proud of myself? (You may tick as many boxes as you want)*
- “Why do you think that people are sometimes not generous?” *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 being GENEROUS to oneself in terms of tolerance. 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. The topics of Loci, Estimations and Inequalities could be used to illustrate how in Mathematics it is sometimes necessary to be GENEROUS in one’s calculations.

### **BIOLOGY**

At Junior level, children could do a project on the GENEROSITY of Nature. They could consider the food chain and how plants and animals give to each other in different ways. Examples could include:

- (a) The giving of nutrients to the soil through the decay of plants and the decomposition of animal bodies.
- (b) The fertilisation of plants by insects and the dispersal of seeds by birds and animals.
- (c) The provision of food and habitats by plants and trees for other flora and for fauna.
- (d) They could do a project on fruit and vegetables and their health giving properties.
- (e) They could sprout some mung and alfalfa beans and then prepare and eat a salad containing a variety of raw foods.
- (f) Teachers could stress the benefits of a healthy diet.

At Secondary level, a project on nature’s GENEROSITY could include not only the benefits of eating fruit and vegetables. Pupils could also do a project on herbs and useful “weeds” such as dandelions. They could investigate, for example, why Dandelions increase endurance and are beneficial to the liver, gall bladder, bowels, circulation and hypoglycaemia.

They could also investigate why they are used as a blood purifier, to treat skin disease, age spots jaundice and anaemia. Pupils could sprout a variety of beans and seeds and learn about the nutritional benefits of sprouted foods. Pupils could investigate how alfalfa, for example, helps relieve mental and physical fatigue, is beneficial for the bowel, bladder and kidneys, and helps relieve nausea, allergies and nosebleeds. They could also discover why alfalfa aids the body through being rich in Vitamins A, K, D, Calcium, Phosphorous, iron and Potassium.

At A and A/S levels, pupils could study the nutritional effects of bean sprouts. Suitable questions could include:

- (1) Explain how sprouted seeds are a treasure chest of latent energy in terms of proteins, fats, carbohydrates, vitamins and minerals.
- (2) Explain the following changes when dormant seeds are placed in water
  - (a) The breaking down of stored starch into simple sugars such as sucrose and fructose.
  - (b) The splitting of long –chain proteins into free amino acids

- (c) The conversion of saturated fats into free fatty acids.
- (3) Explain why and how the high level of enzyme activity in sprouted foods stimulates the body's own enzymes into greater activity.
- (4) Why is sprouted food in effect pre digested food? What are the implications of this on nutritional efficacy?
- (5) Show how levels of protein, vitamin C, thiamin and other elements rise with germination.
- (6) With particular reference to lysine and tryptophan, explain the change in the ratio of essential to non-essential amino acids during germination.
- (7) The vitamin content of seeds increases when they germinate Biotin, (50%), B2 (1300%), pyridoxine (500%) and folic acid (600%). Explain (a) why and how this happens (b) the benefits in terms of bodily nutrition.
- (8) Scientists such as have discovered that sprouted grains are rich in nitrilosides (Ernst Y. Krebs and Dr Alec Forbes) and Chlorophyll (Dr Chiu-nan Lai); these kill unprotected cancer cells? Suggest reasons for this.
- (9) Why does sprouting lower the phytin content of seeds and beans?
- (10) How does sprouting increase the content of phosphorus compounds such as Lecithin.
- (11) Explain how Lecithin is
  - (a) necessary for healthy nerves and brain function
  - (b) helps to break up and transport fats and fatty acids around the body
  - (c) prevents too many acids or alkaline substances accumulating in the blood through the encouraging of nutrients through cell walls
  - (d) stimulates the secretion of hormones.

## **CHEMISTRY**

At lower Secondary level pupils could look at the way in which atoms share their electrons during bonding. The teacher could draw parallels with the way sharing or giving to others helps to bond relationships.

At GCSE level, pupils could explore the theme of GENEROSITY through the study of energy transfer in reactions. Pupils could study exothermic reactions in which energy is given out to the surrounding atmosphere. A suitable questions could include:

- (1) Explain why the following are exothermic reactions (a) burning fuels, (b) neutralisation reactions (acid and alkali) (c) the addition of water to anhydrous copper sulphate to turn it to blue crystals.
- (2) Explain why and how energy must be supplied to break bonds.
- (3) Give examples of how energy is released when bonds form.

A/S level this theme could be explored at greater depth. (4) Explain, in relation to Bond forming and Exothermic reactions the formula  $Mg + O \rightarrow MgO + \text{Energy Released}$ .

At A/S and A level, the theme of GENEROSITY could be introduced in a similar way. Pupils could look at the bond energy given out and practice calculating the energy transfer from different kind of bond energies. A suitable question would be: Calculate the formation of HCl. using the bond energy H\_H + 436kj/mole; Cl\_Cl + 242kj/mole; H \_ CL 431kj/mole.

---

## **PHYSICS**

At Junior and Lower Secondary levels the theme of GENEROSITY can be introduced through the study of natural energy resources. Pupils can investigate how far the universe has been GENEROUS to man by providing man with renewable energy resources.

They could make a chart, showing these energy sources and illustrating how they work. They could include (1) Wind (2) Waves (3) Tides (4) Hydroelectric (5) Solar (6) Geothermal (7) food (8) Biomass (Wood). The chart could be displayed in a prominent place on GENEROSITY DAY.

A list of advantages for using renewable energy sources could be placed besides it. This could include

- (a) they will never run out
- (b) they do not damage the environment.

At GCSE level, the same topic can be explored in more depth. Pupils could look at the eight renewable energy sources and in particular solar energy. Suitable questions could include

- (1) The sun is the ultimate source for nine of the energy resources. Explain the nine energy chains.
- (2) Complete the chains for the following (a) sun> biomass or food (b) sun to fossil fuels (c)sun> wind and wave (d) sun>hydroelectricity (e)sun> solar power.
- (3) Explain how the sun generates its energy by nuclear fusion reactions. Pupils could look at solar energy in its different forms. Suitable questions could include (1) Describe and explain the following (a) solar cells (b) solar panels (c) solar furnaces. Pupils could also study other forms of renewable energy such as nuclear, geothermal and tidal. Pupils could also evaluate the relative merits of these forms and the relative merits of generating power by renewable as opposed to non-renewable resources.

At A/S and A levels, pupils could study the topic in more depth.

## **MUSIC**

At Junior level, pupils could be encouraged to be GENEROUS to themselves and others in their praise and appreciation of musical skills and talents.

At GCSE, A/S and A levels, pupils could consider the importance and role of GENEROUS benefactors to famous musicians. They could, for example, consider the contrast in the lives of the composers Beethoven and Mozart. They could consider how far the former, like Schubert was fortunate to be living in Vienna where patrons were more properly friends than masters. The Archduke Rudolf of Austria, for example, with two admirers of the composer, guaranteed Beethoven an income to ensure that he remained in Vienna. Mozart on the other hand lived and died in extreme poverty. Pupils could consider whether he was able to find less generous patrons because of his refusal to abandon his artistic freedom, despite the demands of his exacting patrons and employers.

---

### ***LANGUAGES***

At lower Secondary level, pupils could be asked to enact a play based on the theme of GENEROSITY Key words related GENEROSITY 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 ants and bees that give their time GENEROUSLY to the rest of their group. Bees, whose hives have been destroyed, for example, will share their last pollen with other bees from the hive before they die.

At A/S level, pupils could write an essay or a talk on the theme of GENEROSITY. Great French heroes/heroinies, who gave of their time and even their lives, could be the subject of essays. Examples could include Joan of Arc, or ordinary people such as the members of the French Resistance during the 2<sup>nd</sup> World War; leaders of the Risorgimento in Italy and freedom fighters in Spain.