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*Sathya Sai Education in Human Values, UK*

*Newsletter October 2002*

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Welcome to the October 2002 Issue.

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## NEWS STORIES

### Training Update

Many readers of this newsletter will be aware of the tremendous work being done by volunteer training facilitators who offer SSEHV training to attendees at specially organised free courses all over the country.

The training offered is modular, where up to 7 modules may be taken. Training is normally organised over weekends in order to fit in with the working week of most attendees, although a number of 'one week intensive' courses are also offered over the year. The 'intensives', although quite demanding, are especially effective in learning the Programme, and for personal self-development.

The modular format provides flexibility, in that each module can be attended at a time suitable, in order to complete the course. The first module gives an introduction to the Programme, and the next five modules each focus on one of the five values – Truth, Love, Peace, Right Conduct and Non-Violence – and one of the five "Teaching Components" used in the Programme. The Seventh Module is optional, and provides participants with an opportunity to test their grasp of the Programme e.g. by giving a presentation. On successful completion, they are issued with a Certificate – a "Module 7 Certificate".

Anyone who successfully completes module 7 can give introductory talks to schools, teach SSEHV to children in schools, or run lunchtime or after-school clubs (with appropriate permission from a school's headteacher). Training is fun and stimulating. Some feedback from the training sessions is given below:

*"...The course has proved beyond my expectations and as a lecturer in a college of further education, I feel this will have a great impact on the students of today. The course employs spiritual, moral, social & cultural development of students and this being taught through the practical and meaningful activities will greatly enhance proper conduct and a positive outlook in life...." - G.S. (Course Leader, further education college)*

*"Thank you to all of you who have put in so much time and effort to make the Sathya Sai EHV training so inspiring...The training modules were organised very well to depict one of the five values a day and the way it has been presented using the five teaching components was excellent....This programme has made a positive impact on my personal and family life...." - E.T.*

*"...As a teacher in the private sector...the seven module course made a deep impression on me. I have taken many professional training courses over the last ten years, but [this] course was without doubt the most challenging and transformative I have taken to date. The presentation was varied and intriguing, the content was fascinating and useful, both personally and professionally, and the group was enormously supportive and helpful, not least because of the range of backgrounds that contributed to the enlightening discussions...." - N.T.W.*

Latest dates for training and venues are always available on our website.

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## Drama Workshop

*(Devised by Jane Atkinson , Bahnoon Agnew & Lark Beecham, and performed with a group of 32 children at Ilford SSEHV Summer Camp, 2002)*

The following play script and directions (see Script & Directions section below) are intended to be used as a drama workshop which may fit into a week of summer camp activities or stand alone as a weekend workshop. Two or even three days would be necessary to carry out all the activities, but they may be adapted or condensed to fit into one day, and may be a good vehicle for adults and children to bring human values into awareness.

The play is taken from the Sathya Sai Education in Human Values lesson plans, book 1, for ages 6-9 years. The lesson is found on page 147, and relates to the value of peace and self-esteem. It's objective is, 'to consider the innate goodness of all, including myself'. The concept of 'valuing oneself' is introduced, and the recognition that expressing and sharing what makes me feel good inside helps to build self-esteem, and that 'being oneself' is enough, and respecting myself is the foundation of respect for others.

**The Script and Directions are given after the Introduction below. Please read through the Introduction first as it will help to organise the drama workshop.**

### Introduction

Introduce to the children the idea that we are all going to become birds, and create a play together.

Not all the children will be eager to act in a play, as some may feel they are no good at acting, or they may be shy. Reassure them by explaining that there are many parts, and everyone is good at something. Still, some children may not have the developed skills of joining in and working together, they may display this through disruptive behaviour, or by withdrawing themselves. They may have specific behavioural and emotional problems. Initial efforts to involve and include these children will help to bring them onside and prevent continued disruption.

These efforts may need to be sustained by helpers attaching themselves one to one with the child for the whole day. Alternative activities such as colouring and building should be available around the edge of the room, so that helpers may have alternative activities to engage them with. These can be related to the play, for example:- drawing and colouring birds, making a nest, making an instrument, making a costume. It is important however, that the helper takes charge, and that the child is not given a free rein of choice. It should also be made clear that disruptive behaviour will not be tolerated and will be dealt with immediately. A firm and assertive tone from the teacher, and loving support from a helper can work well together.

### Silent Sitting

It is important to start with this activity. Use the suggested steps in the manual, and emphasise the fact that everyone, even if they are not managing to join in, has goodness and beauty inside. A loving, relaxed, and inclusive atmosphere can be created with the confidence that all problems can be resolved with an understanding attitude.

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### Activity

Talk to the children about acting and taking on a role. They are going to be transformed into another character, and to become birds they need to empathise with what it is like to be a bird. They will need to use their listening and observation skills to become like a bird, and take on an imagined bird life. Together you will be making the one-dimensional printed story into three-dimensional living pictures in a continuous form. This is magical and they have the power to make the audience believe they actually are birds, (helped by the costumes and props etc.).

Show pictures of different birds to portray the great diversity there is within the bird kingdom. Involve the children by asking them - what bird is this, where do they live, build their nests, what do they eat?

Take them outside to look for and listen to birds. Maybe they have never noticed birdsong. Ask the children – what do birds do?  
e.g. fly, swoop, flutter, hover, sing, whistle, squawk, crow, eat, peck, build nests, hop, strut, display.

Spend a few minutes acting out being birds together. This will be noisy, and will need plenty of room, and is maybe best done in the playground during break time, but individuals may like to give a demonstration in class. Cloaks which have been made beforehand, and will be decorated for costumes later, can be given to the children to wear for this activity to be their wings.

### Quotation

“Know you are a blessing to yourself, and you will be a blessing to others.”

Make a poster of the quote and display it where the children will notice it.

Discuss the quote together.

What do you think it means?

Do birds worry that they are not good at anything?

Is it showing off to be good at something?

What is self-confidence?

How do you feel when you do something well?

How do you feel when you don't do your best?

Are you satisfied with yourself?

What makes you feel good?

Refer back to the silent sitting and suggest that this is a way to know you are good inside. Introduce the idea of valuing oneself, and explain that this is not being selfish, and that it is good to be confident and know we are good at something, and to appreciate that others are too. Some children may feel that they are no good at anything, and they may need help to think of something that they like doing, that makes them feel good.

**Singing**

This is a good point at which to learn the songs 'I am the way I am', and 'Kookaburra'. Ask the children to make up actions to the words, and agree on a sequence of actions that can be used in the play.

**Story**

This can be a quiet, listening time for the children. Make sure they are all settled and comfortable before you begin, and let them know that you are introducing them to a little bird whom our play will be about. Ask them the questions afterwards to make sure they have taken in all the meaning of the story.

**Casting**

This can be done according to the number of children present. They can be arranged in groups of:

Flock birds – these are the birds who inhabit the first island

Solo birds – three children may represent this part, but one will need to take the leading role of the solitary bird.

Beautiful birds – these are the birds who come in the dream. Four, five or six is a good number, as they will need to transport the solitary bird on a blanket.

Teachers – there may be one teacher, or three, one for each day of teaching.

Royal family – there may just be a king, but the role can be expanded to his whole family.

The groups can be distinguished by different coloured cloaks.

The flock birds need to be all the same.

The solo birds should be a drab colour, maybe brown or grey.

The beautiful birds should be bright and multi-coloured.

The teachers should be the same colour to distinguish them.

The royal family may be in rich colours decorated with gold and silver, and may also wear crowns.

**Making costumes**

The cloaks will have been made beforehand, and when the casting has been done the children may be given their own cloak to decorate themselves by sticking feathers all around the bottom edge. The feathers are also prepared beforehand, cut out from tissue or crepe paper in the appropriate colours to go with the different roles. For instance – the flock birds were dressed in dark blue cloaks with red, white, and blue feathers.

Material for the cloaks can be collected at jumble and boot sales.

Old sheets can be dyed, and also curtains, especially if lined, provide a good amount of material. Once cut to size, one edge needs to be turned over and a drawstring threaded through.

The children will need up to an hour to decorate their cloaks. Some will finish earlier, and they can be encouraged to help the slower ones. It is a good idea to have a line fixed up for them to hang and dry.

If you wish beaks can also be made from stretchy material sewn into a headband with a piece of card stapled on for the beak. The children could be encouraged to give themselves a bird name and write it on their beak.

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### **Making instruments**

There will probably only be time for the children to make their own instruments if the workshop runs over two days, or they can be made for them beforehand. Include this activity if at all possible, as they will get a lot out of it.

Collect cereal boxes, plastic bottles, and long packaging tubes, (these may need to be bought to get enough of them). Provide a range of grains and pulses to make the sounds. Very fine grain, like cous cous, will make a lovely soft swishy sound. Larger beans will make rough, pebbly sounds. Demonstrate the sounds to the children, and let them choose their own. They can make up words to describe their sound, and decorate paper cut to size to cover their instrument with word sounds and shapes. A very good listening exercise can be carried out if they take turns to listen to each others sounds and also create individual rhythms.

Some children may like to give an individual performance during the play or make up a small group to beat out the rhythm for 'kookaburra', or any of the other songs.

### **Making t-shirt designs or bibs**

The t-shirts or bibs are to be worn during the play, but kept hidden underneath the cloaks until the finale when they all sing together, 'I am the way I am'.

If there is time, (for instance on a week of summer camp these activities can be spread over a few days), this activity can be carefully undertaken with t shirts and fabric pens or paints. Otherwise squares cut from old sheets can make 'bibs' which can be pinned on to look like a bird's breast.

This activity should be a celebration of 'all the things you like most about yourself'. It can be in the form of pictures, colours, or patterns, or it may be words or symbols. They will need help and encouragement to make the design big and bold enough to be seen by the audience.

It is good to point out that the bird in the story did not make a big fuss about how good he was when he had learnt his song. He just flew to the branch of a high tree, and gently, but confidently, sang his song. He was not trying to be noticed, he was just very happy to celebrate himself, and whether the world noticed or not did not matter.

Learning words and songs

Have the words for the speaking parts clearly written out on cards, and give them to the children as soon as the casting is done. They will benefit from taking them home overnight if possible. If time is short they can be prompted during the performance.

'Kookaburra' and 'I am the way I am' are both on the CD and can be learnt early on before the story is read.

'My song' and 'Our song' and the lullaby should be learnt after the story when they can be put into context. The lullabies go to the tune of Brahms lullaby and the songs to the tune of 'Hey Ho, Hey Ho, Its off to work we go'.

Point out that 'My song' is sung very proudly and loudly, and although the flock birds do not mean, at first, to be unkind, they are unaware of the feelings of the solitary bird.

At the end when they have realised their mistake and feel sorry for it, their tone is different and they are all able to sing together.

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### Echos

To enhance the dramatic element of the dream, the solo birds sleeping on the blanket may sit up and echo the words ( as indicated) as they are spoken by the solitary bird.

### Discussion

This activity may be included after the story has been read, and is intended to help the children to get in touch with and express their feelings through recalling and sharing their own experience. When they close their eyes they can be encouraged to quietly tune in to themselves by relaxing, listening to their own breathing, and discovering their inner world of thoughts and feelings.

When they pair up and share together what they have felt, they need to be reminded that their partner may take them into their confidence and share very special and private feelings, and that their confidence should be respected, and not shared with the whole group unless they are happy with it. When the feedback to the whole group takes place, the children should be asked to speak of their own feelings, and not for others unless they have permission from them. It is very important that time is given for their feelings to be heard and fully acknowledged, and that they are thanked for sharing them and helping us to understand how they feel. It can be explained that sometimes people are hurt, not because we want to hurt them, but because we have failed to recognise or understand what they are feeling, and thereby ignored their feelings.

Eyes closed – tune in- 1 min

**Can you remember a time when you were left out? How did it feel?**

Pair up and discuss 2 min

Feedback to group

Eyes closed again and tune in

**Imagine someone coming to help you, being your friend. What do they do to make you feel better? What would you like them to do? How does it feel?**

Discuss in pairs again 2 min

Feedback

Eyes closed again and tune in

Imagine now that you are the helper. How do you feel when you see the person left out? Is it easy to go and help them? Do they always want to be helped? Imagine yourself listening to how they feel. Imagine yourself offering whatever help you can.

Discuss in pairs again 2 min

Feedback

The activity may be brought to a close with everyone linking up by holding hands if they wish, and saying together, “ We will help each other by listening to each other, and understanding and respecting our feelings”.

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## SCRIPT & DIRECTIONS

### The Solitary Bird

*Introduction:* Play CD1 track1 sounds of the sea

Everyone sitting on stage with an instrument each

All quiet, still, listening to the sea

All begin to softly make wave sounds

Some seagull calls

Sounds fade away

All stand up and sing Kookaburra song twice through plus repeat chorus, beating time and moving around stage. Some may use their instruments, and some may come to the front and do actions.

#### Scene 1

Flock birds put instruments down, and come centre with one solo bird, John amongst them  
Other two solo birds stage left.

Dream island birds stage right with the royal family sitting on thrones, teachers standing, and beautiful birds sitting on floor.

Flock birds sing 'My Song' - not as a choir, but moving around and singing individually.  
Singing tails off to silence.

John is trying to sing, ( peep, peeeep), and they all look at him.

John: What? What's wrong?

**1<sup>st</sup> bird: Why can't you sing?**

**2<sup>nd</sup> bird: Like us**

**Flock: Yes we sing songs**

**3<sup>rd</sup> bird: With lots of notes**

Flock: Your note is boring

Flock go to positions on staging at rear left of stage – as birds would settle together on branches. They need to pick up their instruments on the way.

Solo birds to blankets stage left, and say how they feel to the audience, with much expression, and cry themselves to sleep.

( 2 blankets are needed here, one for the solo birds to remain on, and a separate one for John to be carried on. )

#### Scene 2

3 kings and teachers sing lullaby ( first verse only, three times through)

6 beautiful birds come from the dream island to the solo birds, and pick up the edges of John's blanket and swirl him around and carry him to their island.

Flock sway and swoosh tubes singing la la la to the lullaby tune



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**Scene 3**

**3 kings (royal family) : Hello John**

**John: Hello, (looks around) this is not my island**

**1<sup>st</sup> king: No, it isn't**

**2<sup>nd</sup> King: We brought you here**

**3<sup>rd</sup> King: To teach you**

**John: What?**

**3 kings: To be like yourself of course!**

**John: Oh good! ECHO**

Kings sit on thrones stage right

**B. birds: You can live with us, and share our food, and play our games when you've finished your lessons**

**John: Thank you beautiful birds. ( yawn)**

**B. birds: We will make you a nest to sleep in.**

B. birds get branches and bring centre stage

John gets in and goes to sleep whilst b. birds la la la

All sleep

**Scene 4**

\*\*\*B. birds awaken

B. birds: Wake up John, it's time for your lesson

1<sup>st</sup> teacher walks in

**1<sup>st</sup> teacher: Good morning John, I'm your teacher for today. I want you to learn this note.**

**1<sup>st</sup> teacher: doh**

**John: doh**

Repeat

**1<sup>st</sup> teacher: Well done John!**

B. birds clap and encourage John

Teacher exits

John practises with b.birds

**John: How did it go? I don't think I can do it.**

**B. birds: Yes you can!**

When John gets it right there is an **ECHO** from the other solo birds.

John yawns and settles in his nest, b.birds la la la, and all sleep again

Repeat twice more from \*\*\* with 2 more teachers

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**Scene 5**

B. birds: Wake up John, the royal family are coming to visit you today

R.F. enter

**1<sup>st</sup>: Hello John**

**2<sup>nd</sup>: Have you learnt your song?**

**3<sup>rd</sup>: We've come to listen to you**

**John: (tunes up) doh ray meee**

Sings song – I am the way I am

**Solo birds: ECHO**

**1<sup>st</sup> R.F: Well done John**

**2<sup>nd</sup>: You have worked hard**

**3<sup>rd</sup>: Your song is as tuneful as the other birds here**

**R.F: Now it's time for you to go back home**

**John: Thank you your majesties. I am so happy**

R.F. move to side and wave as John leaves on blanket

John joins others on blanket

Kings and teachers sing 2<sup>nd</sup> lullaby

**Scene 6**

Tree centre stage

Flock: singing 'My song, my song'

Solo birds wake up and go to the tree

John lifted up

John and other solos sing 'I am the way I am', revealing fronts ( this should be sung gently 3x)

Flock gradually stop singing and listen

**1<sup>st</sup> flock bird: What a lovely song!**

**2<sup>nd</sup>: So tuneful!**

**3<sup>rd</sup>: So many notes!**

**4<sup>th</sup>: Yeah! It's really great**

**All flock: Will you teach it to us please John. We are so sorry we hurt your feelings.**

John sings again while they listen

All flock and solos sing together 'I am the way I am', all revealing fronts

Island birds join them for finale

All sing 'Our song' x3

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## LESSON PLAN EXERCISES: Introduction & Theme

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

### RELATED VALUES

#### LOVE:

Acceptance, Care, Consideration, Dedication, Devotion, Friendship, Interdependence, Sacrifice, Thoughtfulness, Unselfishness.

#### TRUTH:

Discernment, Fairness, Fearlessness, Integrity, Intuition, Justice, Self-awareness, Sincerity, 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, Punctuality, Respect for all, Responsibility.

PEACE: Attention, Calm, Concentration, Equality, Equanimity, Faithfulness, Focus, Patience, Reflection, Satisfaction, Self-control, Self-esteem, Self-discipline, Understanding, Virtue, Inner silence.

#### NON-VIOLENCE:

Psychological: Concern for Others, Consideration, Co-operation, Forbearance, 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.

### **Background to the theme:**

According to the Webster's Dictionary, RESPONSIBILITY means the quality or state of being responsible, reliable or trustworthy. Synonyms include dependable, conscientious, honest, sound, steady, sober, mature, sensible and rational.

Responsibility involves discharging our obligations even if we would prefer to do something else; so, in a sense it involves sacrifice. I

Parents entrust their children to the teachers schools, believing that they are capable and willing to guide them and instil in them the skills and habits that can later help them to stand up against the hardships and temptations of the world.

Teachers are therefore "burdened with a great responsibility of equipping the child with knowledge and strength of character.

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RESPONSIBILITY also implies having regard and concern for ones own self. Sometimes it is necessary to take time out to reflect on the nature and extent of one's RESPONSIBILITIES and consider how we can strike a balance between them and one's own personal needs. It is easy to become overloaded with RESPONSIBILITY and unless we learn to delegate properly or to manage our affairs more efficiently, we may find ourselves extremely tired and /or stressed and our health may suffer.

#### QUOTES

*"Education must assume full responsibility to enter the moral and spiritual lives of pupils"* (Sathya Sai)

*"The role of the teacher is the most responsible one in the country. If the teacher strays from the path of truth the entire society will suffer."* (Sathya Sai)

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## STORY

**Jamie's Day***by Kay Challenor*

Jamie looked at his sister Maggie with disgust. He loved his sister, but she really annoyed him. Maggie was five, three years younger than Jamie and followed him everywhere. Jamie loved his sister, but wished that she would go and do her own thing and leave him alone.

Maggie returned his stare and playfully stuck out her tongue.

“Why can't you stay here and play?” Jamie asked.

“Come on, Jamie,” replied their mother, “It won't hurt for you to play with your sister. You never know you might even enjoy it.”

Jamie was not convinced. He was going to meet his friends in the playing field. They would be climbing the wooden adventure frame and sliding down the big slides. Not the sort of thing that Maggie could do.

“But, Mum, Maggie is too small to climb.”

“Then you will have to play something else, so that you can include her. Now I trust you to be responsible for your sister. It is only for an hour and then I will come and pick Maggie up. Here is some money for an ice cream. Keep it safe. I am trusting you, Jamie.”

Jamie took the money that his mother held out for him. He went into the hall and, taking his trainers out from the cupboard, he slowly pulled them on his feet. Maggie was very excited. She began to run around the hall while she waited for Jamie.

“All right, slow down!” Jamie said. “Now hold my hand until we have crossed the road. Come on.”

Maggie whooped with delight and skipped along the pathway beside her brother. She was very happy.

When the pair arrived at the playing field, Jamie's friends had already arrived. They were playing on the climbing frame and were swinging from one bar to another having a lot of fun.

“Come on, Jamie,” they cried as Jamie got near.

“I can't,” Jamie yelled back. “I have to look after Maggie.”

“Oh, come on! She will be all right. You can keep an eye on her from up here.”

Jamie really wanted to join his friends. He stood and watched them thinking that they were right. He could leave Maggie for a little while. She would be all right if she sat on a bench and waited. Jamie made up his mind. He turned to Maggie.

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Maggie looked up at him. Her large brown eyes full of excitement. Jamie felt his heart melt. He could not expect her to wait while he had all the fun. After all he had promised their mother that he would look after his sister.

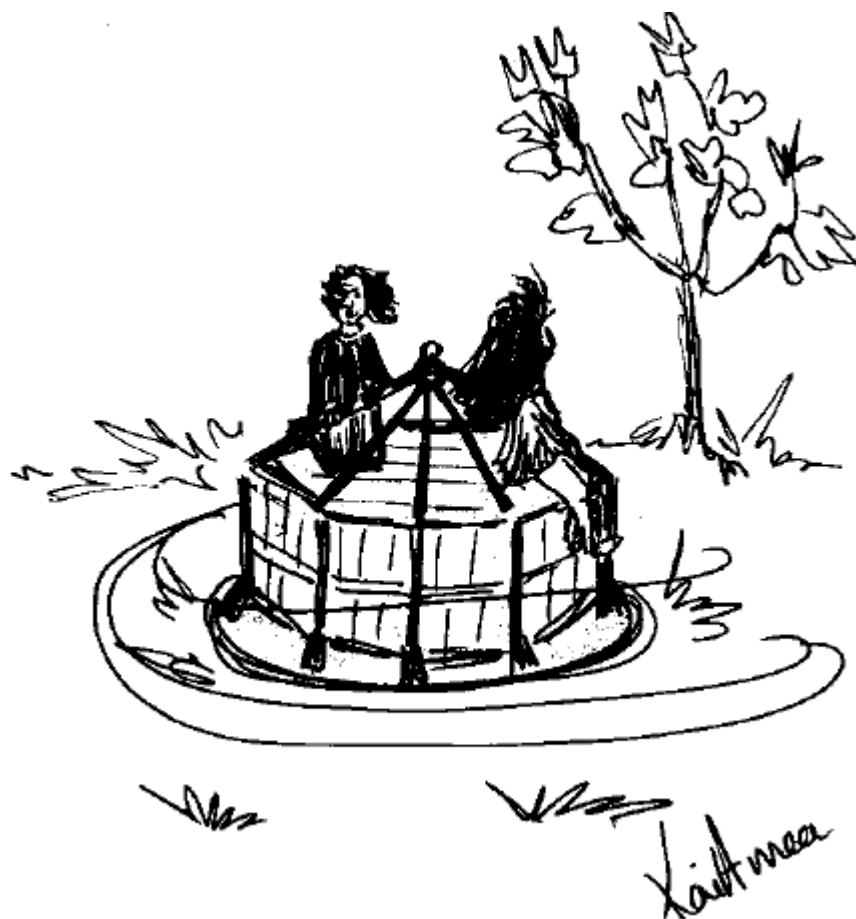
“Come on, you,” Jamie sighed. “What do you want to do?”

Maggie looked at the wooden park, at the swings, the slides and she pointed at the roundabout.

“Are you sure?” exclaimed Jamie. “The roundabout is very fast!”

Maggie nodded grinning.

Jamie led the way to the roundabout and helped Maggie climb on. “Now hold on tight!” He began to run round the roundabout, pushing the wooden beam to make it turn. Maggie began to laugh with glee.



“Faster!”

Jamie pushed even harder. The roundabout began to turn faster and faster. Soon he was struggling to keep up with it as it spun round and round. He took a leap and jumped aboard with his sister.

“Woow!” he exclaimed.

The world became a blur as they spun round and round together. Jamie felt his head go all funny and he wasn't entirely sure that he liked the experience, but his sister was laughing, totally enjoying herself.

Eventually the roundabout slowed and the two jumped off. They fell into a heap on the grass. Jamie felt much better about being with his sister. He had never had so much fun with her before.

"What next?"

Jamie grinned as Maggie looked at the slides.

"Come on then. We will slide down together. You will have to hang on to me."

Jamie lost count how many times they slid down the slides. They went on them all, even the bumpy ones. In fact, the steeper and more bumpy that they were, the more Maggie laughed and enjoyed them. Jamie was laughing too. He had forgotten all about his friends on the climbing frame. He was having such a lovely time with his sister.

"Come on, you two. I have come to collect Maggie!" called their mother.

"Gosh. Has an hour gone already? We haven't even had our ice creams yet!" exclaimed Jamie.

Their mother smiled. "Actually you have been playing for much longer than an hour. I have been standing here watching you. You both looked so happy that I didn't want to stop you straight away. It was so lovely to see you enjoying each other's company. How about if we all have an ice cream together before we go home?"

Jamie smiled. He had really enjoyed himself. He looked at Maggie and could see that her face was glowing with light and happiness.

"Love you," he said, giving his sister a hug. "You're the best!"

## Questions

1. Why didn't Jamie want to go to the playground with his sister?
  2. What did his friends say when he arrived?
  3. Why didn't Jamie leave his sister on her own, even though he wanted to go and play on the climbing frame?
  4. What did Maggie choose to play on first?
  5. What did Jamie discover from his roundabout ride?
  6. How long did Jamie and Maggie play together?
  7. Why did they lose track of the time?
  8. How did their mother feel when she saw Jamie and Maggie playing together?
  9. Do you think that Jamie enjoyed being responsible? Why?
  10. How did you feel when you read the story?
  11. Did it remind you of anything in your own life?
-

## POEM

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

I am going to be responsible by Zita Starkie

I'm going to be responsible  
I'll give my Mum a shock  
When it's time to go to school  
I'll make sure I watch the clock.

And then when I come home,  
Before rushing out to play,  
I'll go and feed my rabbit  
And make sure that he's OK.

I'm going to be responsible  
The old me just won't fit,  
I'm older now, I'm wiser too  
I'm going to do my bit.

I'll do my homework well in time  
So Dad won't need to say.  
And I'll pack my bag and tidy up  
And then I'll go and play.

I'm going to be responsible  
The old me just won't fit  
I'm older now, I'm wiser too  
It's time to do my bit.

I'll remember Granny's birthday  
And make a birthday card  
And ask Grandad if he wants help  
And I'll work very hard.

I'm going to be responsible  
The old me just won't fit  
I'm older now, I'm wiser too,  
I'm going to do my bit.

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## POEM

This poem is for Secondary level.

### Grandad

*by Zita Starkie*

Whose responsible for you  
Sitting alone in your chair?  
Do I care  
As you sit in prayer  
With down cast eyes?  
Am I aware  
That when you stare  
You're wishing I'd be there?

Whose responsible for you  
When your eyes are sad?  
Do you feel bad  
Recalling times you had  
In your youth  
When you were glad  
To be a lad?  
Is loving you a fad?  
Whose responsible for you  
To light your day  
To shift the grey  
To sweetly say  
"I really love you"?  
To move your tray  
To say, "I'll stay  
A while - you'll be OK."

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## CURRICULUM SUGGESTIONS

*WHOLE SCHOOL:* A day could be set aside as RESPONSIBILITY 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 RESPONSIBILITY. A sheep dog could be used as an appropriate symbol to mark the day. Badges could be made and presented to pupils that have shown great responsibility in their behaviour or actions. Pupils from different years could draw up a CHARTER OF RESPONSIBILITIES.

These could be displayed in the school on RESPONSIBILITY DAY. Examples could include:

(a) personal responsibility - personal cleanliness and cleaning up after oneself; keeping the body healthy through following a good diet, exercising and taking time to relax; observing a code of conduct which involves being honest, acting with kindness and consideration and treating all with respect; and acting responsibly in terms of personal safety by observing the “Green Cross Code” on roads.

(b) Social responsibility - helping parents, family members and teachers; supporting peers; behaving well in class;

(c) Environmental responsibility - being “Green” by trying not to waste energy, water or other resources and by recycling; respecting the environment by binning litter and respecting fauna and flora. Pupils could plan an Eco-friendly campaign. The school could enter the Eco-award scheme. For information on being Eco-friendly pupils could write to CAT. (Machynlleth Centre for Alternative Energy, N Wales Powys, SY20 9AZ; Tel 01654 705982; Fax 01654 703605; or email them on [mail.order@cat.org.uk](mailto:mail.order@cat.org.uk)).

CAT provides Eco courses for pupils and guidance for teachers. For a list of courses and for mail order catalogues, or for information on books that are available, visit the website at [www.ecobooks.co.uk](http://www.ecobooks.co.uk) CAT’s education department hosts 25,000 children each year, and supplies these and schools with its own publications. These are designed to meet the needs of the National Curriculum. They contain extremely useful and practical information based on years of experience in communicating complex environmental and technological ideas to children of all ages. Titles include Pupils’ guides to Renewable Energy, Teachers’ guides to Renewable Energy Projects, Teaching About Energy: Practical activities for 7-11 year olds, School Group Day Visit pack and the Star Quiz Survival test. (100 multiple-choice fun questions for 10-14 year olds to test their environmental awareness (Key stages 2 and 3). These can be used for team quiz games.

The whole school could focus on ways of helping the elderly. Pupils and staff could suggest ways that their school could help old people. Suggestions could include putting on a show at a local old people’s home, writing letters and cards, drawing pictures to give them, arrange work parties to help out in the garden or to do little errands. For more information, the school could contact Help the Aged (St James’s walk, Clerkenwell Green, London, EC1R 0BE).

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The school could invite speakers to talk on various subjects related to the theme of RESPONSIBILITY. They could, for example, invite a speaker from the Alternative Energy Centre, to talk to pupils about the importance of being Eco friendly. Representatives from the RSPCA could give a talk on the subject 'A pet is for life'. A carer from an old people's home and/or from Help the Aged could be invited to speak on the subject of the elderly. They could also invite speakers whose jobs involve great responsibility such as teachers, doctors and nurses, police, fire officers and carers.

### **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 1.2 "Telling the Truth", 1.6 "Owning up", 1.9 "Consideration", 1.19 "Good relationships", 1.20 "Helping those in trouble", 1.21 "Politeness", 1.22 "Consideration for Wildlife", 1.23 "Friendship with animals", 1.24 "Living without waste- use of time", 1.25 "Love of nature" and 1.26 "Universal love";
- Book 2, Lesson 2.2 "Discernment", 2.7 "Caring", 2.8 "Friendship", 2.10 "Kindness", 2.12 "Appreciation and gratitude", 2.16 "Self control", 2.21 "Using time usefully", 2.22 "Care of the environment", 2.23 "Human Rights, 2.24 "Kindness and concern for all" and 2.26 "Living without waste".
- The songs: "Never Tell a lie" (Track 3), "Mother Teresa" (Track 5), "Children of the World" (Track 12), "Come, take my Hand" (Track 19), "Good Manners" (Track 22), "Let's Care" (Track 26) and "Feeling world" can be found on CD 1.
- The following can be used from CD 2: "Come, Take my Hand" (Track 5), "Happy are they" (Track 11), "Self control" (Track 16), "St Francis Prayer" (Track 18), "I respect the things you say" (Track 20), and "I had a dream" (Track 23), "Water" (Track 26).
- The first of the above poems, "I'm going to be responsible", can be used in a similar way.
- Dipak Fakey's Human Values board-games (available from SSEHV Promotions Ltd) is also a very useful source for activities.

Pupils could be asked to talk about what they think RESPONSIBILITY means. 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 RESPONSIBILITY. Possible titles could include, "My pets need me", "Doing jobs around the house", "Tidying up can be fun" and "I'm big enough to do my bit". These could also be displayed and some could be read out in assembly on RESPONSIBILITY DAY.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.2 "Truthfulness", 3.3 "Friendship", 3.4 "Self control", 3.5 "Personal resources: time management and cleanliness", 3.6, "Care for the community", 3.7 "Integrity", 3.9 "Racial harmony," 3.15 "Honesty" 3.16 "Waste minimisation/protecting the environment" and 3.25 "Respect".
- The second poem in this newsletter, "Grandad", can also be used as a basis of stimulus and discussion.
- Pupils could write their own play as a joint class project concerning the theme of RESPONSIBILITY. Two contrasting families could be portrayed; one that acts in a responsible way and one that does not.

- Essays and poems can be written that are related to the topic. Possible titles could include, “A pet is for life”, and “My grandma/granddad needs me” and “The day I took charge”, “The polluted planet”.
- Projects could also be set concerning the elderly. Pupils could write to Age Concern for information. They could consider the difficulties experienced by the elderly. These could be put on a mind map, which can then be used as a basis to consider ways in which they could help to improve the quality of life of elderly people. Visits too could be arranged to a local old people’s home. The pupils could write and perform a play to entertain them. Pupils could write letters to members of their families who may live on their own, or be going through a particularly hard time because they are old, infirm or ill.
- They could also write letters to environmental organisations to find out how they can learn to act more responsibly towards their environment. (See section on whole school).

At GCSE level, pupils could give a talk about RESPONSIBILITY or the lack of it. A debate could be arranged. Topics could include, “We are all responsible for our old folk”, “Irresponsible behaviour harms our planet”, “Responsibility is good for us,” and “It’s time I did my bit”.

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

- In “To Kill a Mocking bird” by Harper Lee, Atticus knows that he is RESPONSIBLE for ensuring that his black client is treated justly.
- In “Mice and Men” by John Steinbeck, George always acts in a RESPONSIBLE manner towards Lennie. He looks after him and watches over him like a father. He takes full responsibility for him at the end of the book when he decides that both Lennie and the community as a whole would not benefit by him being around any more.
- In “A View from a Bridge” by Arthur Miller, Eddie takes full RESPONSIBILITY for his niece’s well being after her mother dies. He becomes incapable, however, of handing over any RESPONSIBILITY for her own life, even when she comes of age. This has disastrous consequences.
- Shakespeare can also be used to explore the theme. In “Romeo and Juliet”, Juliet’s father tells Juliet that she has a REESPONSIBILITY to her family and therefore she should agree to an arranged marriage; again this leads to tragedy.
- In Shakespeare’s “Macbeth”, Malcolm eventually agrees to resume responsibility for saving Scotland from the grips of Macbeth’s tyrannical reign.
- In poetry the poem “Dolce et Decorum Est”, the war poet, Wilfred Owen, describes how soldiers keep going, despite all their suffering because it is their duty.
- “The Charge of the Light Brigade “ by Alfred Lord Tennyson, also is a testimony to men who persevered in their duty, despite the fact that they knew that they were riding to their death.
- The poems “In memory of my Grandfather” by Edward Storey, “Hello” by Sheenagh Pugh and “Another small incident” by David Sutton, are useful for giving an insight into the difficulties experienced by the elderly. They could be used as stimulus for projects concerning RESPONSIBILITY towards the elderly.
- The book “Involved in poetry”, (ISBN 0-435 14040X), is a useful source of “political” poems that touch upon the theme of social RESPONSIBILITY. Suitable poems include “Petition” (against nuclear weapons) by R.G.Hay; “Open Invitation” by Bruce Dawe and “Election Speech “ by Vincent Buckley (concerning the responsibility of voting); “A Litany” by Salvador de Madariaga (concerning political prisoners); and “On the 7<sup>th</sup> Day”, (concerning pollution) – author unknown.

At A/S level:

- pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “RESPONSIBILITY builds character”, and “We are all responsible for our elderly” and “Our environment needs us”. 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 and A level Literature course, the theme of RESPONSIBILITY can be explored in different ways:

- They could consider how far both 19<sup>th</sup> century fiction and Shakespeare’s plays are concerned with RESPONSIBILITY. They could, for example, look at gender, age and class in this light. A suitable book would be Jane Austen’s “Pride and Prejudice”. One of Elizabeth’s friends, for example, is obliged to marry Mr Collins, to preserve her social position. Mrs Bennett feels that it is her RESPONSIBILITY to see that her daughters “marry well”.
- This attitude can be compared to that expressed by Capulet in “Romeo and Juliet” and Shylock, in “The Merchant of Venice”.
- Shakespeare can also be used to explore the theme of RESPONSIBILITY through looking at the attitude of those who hold positions of power in his plays. Suitable examples would be Henry 1V Part II, and Prince Hal’s decision to abandon his old irresponsible ways, and Malcolm’s speech, in “Macbeth”, concerning the responsibilities and duties of being a king.
- The play by the 18<sup>th</sup> Century playwright William Goldsmith, “She Stoops to Conquer”, also explores the nature of RESPONSIBILITY through the choice of marriage partner, as can be seen in the interaction between Mrs Hardcastle and Kate.
- The theme of man’s social RESPONSIBILITY to his fellow man in Victorian times is central to Charles Dickens’ writings. He is particularly concerned about authoritarian institutions and the treatment of children.
- Elizabeth Gaskell is concerned with the subject in terms of the effects of the industrial revolution on factory workers.
- The theme of social RESPONSIBILITY can also be explored through poetry. Pupils could look at the work of the Malaysian poet Cecil Rajendra, in the light of his belief that poetry has “a moral purpose in society”. They could comment on the socio-political theme of the poems “Glass” and “My message”.
- The work of the black feminist, Maya Angelou, could also be explored in a similar way.

### **RELIGIOUS EDUCATION**

A multi-faith activity could be set up for RESPONSIBILITY DAY. Individual pupils or small groups could research a particular religion or faith. Their work could be mounted and displayed in a prominent place on RESPONSIBILITY DAY. Pupils could be asked to suggest ways that they can explore the theme. Pupils could do a project on the lives of spiritual teachers whose lives have been examples of RESPONSIBLE behaviour.

Examples could include Jesus’ disciples, the Dalai Llama, Moses, Red Cloud and Rama. Pupils could also reflect on the RESPONSIBILITY of truly living one’s religious beliefs so that head, heart and hands are united. They could talk about the difficulties involved in following this practice and make suggestions as to how to overcome them. They could also consider the RESPONSIBILITIES involved in living in a multicultural society.

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They could be encouraged to look at ways in which people could move towards religious tolerance and appreciation of different faiths. They could contact their local interfaith community to ask for guidance. One such community is the Ammerdown Conference and Retreat Centre, which runs residential and day courses. The centre is an open Christian community “dedicated to peace, reconciliation and renewal”. It aims to promote mutual respect and understanding between faiths.

During courses and retreats, the worship, services and Eucharist are celebrated according to the religious traditions of the course leader(s). Courses from the end of October include meditation, Jewish Christian text study and Buddhism. (For more information write to the Ammerdown centre, Ammerdown Park, Radstock, Somerset, BA3 5SW Tel: 01761 433709 Fax: 01761 432756 email: [Centre@ammerdown.freeserve.co.uk](mailto:Centre@ammerdown.freeserve.co.uk) , [http://www.midsomernorton.co.uk/small\\_pages/ammerdown.htm](http://www.midsomernorton.co.uk/small_pages/ammerdown.htm)) A list of useful Interfaith publications can be obtained from Religion One World (ITPS, Cheriton House, North Way, Andover, Hampshire SP10 5BE fax: +44(0) 1264 342761, email [oneworld@tips.co.uk](mailto:oneworld@tips.co.uk)); and Plough (the Plough Publishing House, Darvell Bruderhof, Robertsbridge, East Sussex TN32 5DR)

### **DRAMA**

At all levels, both Junior and Secondary, pupils could write and enact plays based on the lives of people who have not abused their positions of RESPONSIBILITY, but rather that have used them to improve the lives of others. Suitable examples include King Solomon, King David and Ghandi. Pupils could study Robert Bolt’s play, “A man for all Seasons”. They could investigate the life of Thomas More, who felt it was his RESPONSIBILITY to follow the guidance of his church rather than obey the wishes of his king, Henry VIII. They could then write their own play concerning the conflicts, in terms of loyalty, that may arise when different areas of RESPONSIBILITY clash. The play could be acted out in assembly.

### **PSHE**

The theme of RESPONSIBILITY could be introduced by asking pupils to construct mind maps. The following suggestions could be used as guidelines.

*Self* ~ (1) DEVELOPING A HEALTHIER, SAFER LIFESTYLE and the benefits of

- (a) exercise
- (b) healthy eating;
- (c) observing rules and guidelines concerning health and safety, basic emergency procedures and where to get help, laboratory rules, road safety, etc.

(2) HEALTHY MIND: (a) what effects mental health

- (b) how to make informed choices
- (c) the importance of personal cleanliness and general hygiene
- (d) the importance of developing inner peace as a basis for personal problem solving and as a basis for understanding and acceptances of differences between people ~ silent sitting, hard work, service to others

(3) SETTING PERSONAL GOALS

(4) MAKING RESPONSIBLE CHOICES. They could also look at RESPONSIBILITY from different perspectives such as

- (a) Family ~ What RESPONSIBILITIES do they have towards their parents, grandparents, brothers and sisters. These could include showing respect and helping.
- (b) Friends ~ What are the responsibilities of a friend? For example, someone who can be depended on.

- (c) Community ~ To realise the consequences of anti-social and aggressive behaviour, such as bullying and racism. They could consider how to resolve differences by looking at alternative ways of behaving. They could also make a commitment to learning more about road safety and first aid.
- (d) World/Planet ~
- (i) They could look at ways of exercising their purchasing power in a way that shows understanding and respect for producers in less developed countries. For further information about fair trade and for posters, pupils could write to CAFOD Campaigns (freepost Cafod, Romero close, Stockwell Road, London SW 9 9BR. Tel: 020 7326 5518 or visit [ww.cafod.org.uk/campaign](http://ww.cafod.org.uk/campaign))
  - (ii) To exercise their purchasing power in a way that shows consideration to animals. Pupils could send off for a copy of "The Compassionate Shopping Guide." Naturewatch 122, Bath Road, Cheltenham, Gloucestershire GL537JX. [www.naturewatch.org](http://www.naturewatch.org) They could discuss the following statement, by the TV Wildlife presenter Chris Packham, "Only by shopping effectively, using the pounds in our pockets to pinch their profits will we make an immediate difference." For further ideas see sections on Geography and Biology.

Pupils could also consider how the different kinds of rights, duties and responsibilities, (home school and community) might sometimes conflict with each other (see section on Drama).

### **GEOGRAPHY**

At Junior level, children could look at ways in which they can show a responsible behaviour towards their immediate environment. Suggestions could include:

- (a) not dropping litter
- (b) recycling and not wasting materials
- (c) guarding against pollution
- (d) conserving energy. Pupils could design, draw and make models of Eco-houses.

At Secondary level teachers could use the topic of the use and abuse of resources.

At GCSE, pupils could explore the following topics related to RESPONSIBILITY and STEWARDSHIP:

- (1) RESOURCES: define and explain renewable and non-renewable resources; in what ways can abusing resources cause environmental damage? What are the implications of quarrying in terms of land resources and what role does conservation and recycling play in providing for the future? (For further information contact: Organic Energy Company at [eny@organicenergy.co.uk](mailto:eny@organicenergy.co.uk) or The centre for Alternative technology at Machynlleth [info@cat.org.uk](mailto:info@cat.org.uk))
- (2) TOURISM: Compare the advantages and disadvantages of tourism? How do the demands of tourists cause conflict in MEDCs? In what ways may tourist development threaten natural resources? In what way can MEDC visitors challenge LEDC attitudes ~ for example in terms of dress and behaviour? How can tourism affect LEDC Cultures?
- (3) ACID RAIN
- (4) GLOBAL WARMING
- (5) POLLUTION (see THE REVISION GUIDE GCSE Geography, Edited by Richard Parsons ISBN 1 841467006)

A/S and A level, pupils could study

- (1) RECREATION: Define the following
  - (a) Tourism
  - (b) International tourism, elite or specialist tourism
  - (c) Ecotourism
  - (d) Alternative tourism
  - (e) Enclave tourism. Referring to a particular case study, give an example of Ecotourism. What are the possible implications of Ecotourism on tourist expansion in less developed countries?
  
- (2) ECOSYSTEMS:
  - (a) Define what is meant by an ecosystem.
  - (b) With reference to a particular area, discuss the arguments for and against the protection of estuarine Ecosystems.
  
- (3) POPULATION:
  - (a) Describe and comment on the ways that certain countries have tried to reduce pressure on their resources by attempting to limit population growth;
  - (b) Compare and contrast China's one child policy to Thailand's population control policy (education, health care, establishing reasonable rights for women and making contraception easily available).
  
- (4) POLLUTION: Discuss the following statements:
  - (a) Pollution is an International problem
  - (b) Pollution is a global problem
  - (c) Many pollution problems are political issues.
  - (d) International diplomacy is an important aspect of global pollution issues.

### ***HISTORY***

At Junior level, pupils could look at inspirational figures in History that have held positions of great RESPONSIBILITY such as monarchs, presidents, prime ministers, leaders of political parties, organisations and movements.

At Secondary level, pupils could consider the lessons that are available to us through the study of History. Pupils could debate how far the decision to use military force is a RESPONSIBLE one. As a background to their debate they could look at the CND party and their campaign for Nuclear Disarmament, and the 'Flower power' anti-war movements of the 1960s. They could also study the 1962 missile crisis in Cuba which brought the world on to the brink of nuclear war and compare it with the post "Twin-Tower" pressures on politicians to exercise military retaliations.

At GCSE level, suitable topics could include:

the legacy of the Spanish Conquest of South America and the North American Indian Wars  
the reasons behind Lloyd George's opposition to the Treaty of Versailles,  
the Irish conflict,  
the Nuclear arms Race,  
the Bay of Pigs and the Cuban Crisis,  
the Arab Israeli conflict,  
the Vietnam war and  
the Space Race.

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At A/S and A level, suitable examples could include Post-Colonial Africa. Pupils could consider how far colonialism was responsible for the later tensions and conflicts between and within African states, and for the destabilisation of the continent as a whole. Suitable questions could include:

- (1) Describe how and why tribal boundaries were ignored during the Colonial period. What were the immediate and long term effects of such a policy?
- (2) Evaluate the implications of the stripping of power from traditional tribal leaders in political, economic and social terms.

### **ART**

At Junior level, children could design and make a poster that outlines their classroom responsibilities: for example to tidy up after themselves and to show regard towards each others belongings and the class equipment. They could paint pictures of Eco-houses or make collages to illustrate ways in which people can be ecologically caring.

At Secondary level, pupils could look at society's RESPONSIBILITY to make works of art accessible to the public and to preserve them for the future. Pupils could write to local art galleries for information on the subject. They could also investigate the way in which old paintings, frescoes and other works of art are restored. They could also see how they could become involved in local schemes to preserve or restore works of art or special buildings.

At GCSE, pupils could do projects concerning the RESPONSIBILITY of the artist. A suitable example would be Leonardo da Vinci. Pupils could compare and contrast his emphasis on artists needing to have a knowledge of body anatomy with the attitude of more modern artists, who stress the responsibility of conveying the essence or feeling of a particular thing or subject. Pupils could also look at the influence of Leon Battista Alberti on renaissance art. They could, for example, discuss the implications of his statement, "I would say this business of the painter is this: to draw lines and dye with colours...the like {nesses} of the visible surface of any body, so that viewed from a certain distance and central position, their bodies seem to be in relief and very similar."

At AS and A levels, pupils could comment on the view of the Renaissance artist, Leon Battista Alberti that "the painter wishing to express life in things will show every part of them in motion. But in every motion he will maintain charm and grace." This then could be compared and contrasted to Edward Fry's statement, that it is the RESPONSIBILITY of the artist, "To attain depth through the radiating influence of volumes and the multiplication of measures with the aid of a reasoned technique". A suitable question would be "Do you agree with Blaise Cendrars's remark that the formula was never observed."

They could also comment on the statement that it was the RESPONSIBILITY of the surrealists and above all Picasso, "to re-record the human image" and that the 1920s and 1930s saw a new attitude "towards the expressive potentialities of the human figure, based not on gesture and physiognomy, but on the complete freedom to re-order the human image". (See "Cubism" by Edward Fry.)

Pupils could also look at African and Asian influences on Western art. Suitable questions could include:

- (1) "African influences have restored sculpture to its integral dimensionality, in all its roundness." Discuss. (See Henry Moore" by Albert Read.)
- (2) How far do you agree with the statement that the responsibility of the Eastern artist, especially the Japanese, is to "convey his idea of essential reality not by assembling geometrically deconstructed closed shapes, but by weaving tissues of lines that symbolise movement and relationships of movement." (See Japanese paintings by Philip S. Rawson).
- (3) How far have modern Western artists truly succeeded in escaping from their inherited sense of underlying form? Discuss.

### **DESIGN TECHNOLOGY**

Pupils could design and make inspirational objects for RESPONSIBILITY DAY. These could include badges, a school plaque (see quotes) or some other representation of RESPONSIBILITY through a sculpture, collage, tapestry or other medium. Suitable subjects could include Eco-houses/schools

### **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. Pupils could be reminded of the responsibility of making the correct mathematical calculations. They could look at projects that have depended on this. Suitable examples would include the building of the pyramids, tower blocks, multi-story car parks, thrill rides, aeroplanes, the space shuttle, bridges and tunnels.

At Upper and Secondary levels, pupils can be asked to devise surveys concerning RESPONSIBILITY. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for RESPONSIBILITY 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 are supposed to do something, but you don't want to, do you refuse to do it?"  
*yes, no, sometimes, never.*"
  - "Do you think that it is important to act RESPONSIBLY with your school work?" *Yes, no, sometimes, not sure.*
  - "Do you think having RESPONSIBILITY helps to make you feel good about yourself?"  
*yes, no, sometimes, not sure.*
  - "How do you feel when you have acted in a RESPONSIBLE way?" *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).*
-

## **BIOLOGY**

At Junior level, children could look at how they can act RESPONSIBLY as regards the environment. They could make a large mind map which depicts potential sources of waste, which could be hazardous to humans and wildlife. Examples could include old batteries, fishing hooks, batteries, plastic rings that hold together drink packs, cans and bottles. Children could write to various animal organisations to ask for further information.

These could include:

- The WPCA, 89 Albert Embankment, London SE 1 7TP: [www.wspa.org.uk](http://www.wspa.org.uk) ;
- The World Wildlife Fund, Panda House, Weyside Park, Godalming, Surrey GU7 1XR [www.wwf.org.uk](http://www.wwf.org.uk) ;
- Naturewatch 122, Bath Road, Cheltenham, Gloucestershire GL51 7JX [info@naturewatch.org](mailto:info@naturewatch.org) and
- RSPB , UK Headquarters, the Lodge, Sandy Lane, Bedfordshire SG19 2DL [www.rspb.org.uk](http://www.rspb.org.uk)

Their findings could be displayed on RESPONSIBILITY DAY.

At Secondary level, pupils could study the effects of substances that are taken into the body, with the teacher placing emphasis on the importance of taking RESPONSIBILITY over one's body. Topics could include healthy eating. Pupils could do a special project on the effects of smoking and drugs on the body.

A suitable question would be: When you smoke you damage the structure of your lungs. This makes gas exchange less efficient. Smoking may lead to lung cancer.

Put these statements in the order in which they happen to a smoker:

- (a) smoker's cough develops
- (b) chemicals in smoke damage tiny hairs (cilia) lining windpipe
- (c) coughing damages air sacs
- (d) severe breathlessness develops. (*Revision for Science Key stage ISBN 0 7195 7025 5*)

At GCSE level, teachers could introduce the topic of RESPONSIBILITY when studying Ecosystems.

A suitable question could be: In 1992 elephants living on the shores of Lake Kariba in Zimbabwe were slowly starving because they lost the use of their muscular trunks to obtain food. They had a problem with floppy trunks. All the affected elephants lived in the area of Zimbabwe subjected to severe drought.

The drought caused the lake to become smaller. Lake Kariba is used for fishing, tourism and water sports, but not for human water supplies. Lead fishing weights, petrol, exhaust fumes, discarded batteries and oil filters from boats are all sources of lead pollution. Lead is a poisonous metal, which affects the nervous system.

Use the information above and your knowledge of pollution to answer the following:

- (a) state the link between drought and the effects of lead pollution on the elephants.
  - (b) Suggest why trunks were floppy.
  - (c) Describe how the lead pollution in the lake might effect humans. *WJEC 1996*
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At A/S and levels, the topic of RESPONSIBILITY could be introduced by looking at human activities and the ecosystem. Suitable areas to cover could include:

- (a) the impact of pre-industrial man on the environment
- (b) the exploitation of natural resources
- (c) pollution and conservation. Suitable questions could include
  - (1) SEWAGE (a) what is meant by sewage. (4 marks),  
(b) Describe the sequence of stages used in the treatment of raw sewage produced by an urban community (10 marks)  
(c) what are the problems associated with the disposal of large amounts of sewage? (6 marks) *London boards June 1986 Paper 2 no.4*
  - (2) PESTICIDES: discuss the advantages and disadvantages of the use of pesticides, indicating how the disadvantages may be overcome. (20 marks)  
*Welsh Joint Committee June 1984 Paper All no 17*

Pupils could also look at the importance of looking after the body through having a positive attitude to life, Deepak Chopra's book "Quantum Healing" (ISBN 0 553 17332 4) could be used as a source for investigation.

### **CHEMISTRY**

At Junior level, pupils could construct mind map outlining RESPONSIBLE behaviour in the lab. Suggestions could include: wearing protective clothing where necessary, not mixing chemicals unless instructed to do so, storing and using appliances correctly, not running in the lab, being careful when heating materials and general use of bunsen burners, and taking care not to spill chemicals or to knock any one who is handling them.

At Secondary levels, pupils could write to the environmental organisations Green Peace, Freepost ND944 Northampton NN1GP [www.greenpeace.org.uk](http://www.greenpeace.org.uk) asking them to give information on the campaign, launched in 1989, to eliminate ozone-destroying chemicals.

Pupils can find out how they, as individuals, can assume RESPONSIBILITY for protecting the environment. For example, they could investigate the dangers presented to the environment by chemicals leaking from old batteries. They could spearhead a campaign in the school to use rechargeable batteries. They could also look at the kind of chemicals that are harmful to the environment and study their effects, such as acid rain on soils. They could investigate the reasoning behind the "greenfreeze" refrigeration campaign, the banning of sea dumping of radioactive and industrial waste and the Stockholm treaty of 2001, which focused on twelve of the worst toxic pollutants.

At GCSE level, pupils could explore the theme of RESPONSIBILITY by studying the way that chemicals combine to form toxic pollution. A suitable questions would be:

- (1) Fossil fuels contain between 1% and 4% sulphur. As a result 30 million tonnes of sulphur dioxide was emitted from the chimneys of Europe in 1999. Much of this combines readily with other chemicals like water and Ammonia and is quickly deposited. It may also increase soil fertility in areas where sulphate is deficient.
  - (a) Describe how sulphur dioxide and water combine to form sulphurous and sulphuric acid.
  - (b) Explain the relationship between low pH and acid rain.
  - (c) Carbon monoxide and nitrogen oxides and lead is found in exhaust emissions from cars and other vehicles.

(2) Explain how air pollution can be partly controlled by using non-lead anti-knock agents. Why does passing sulphur through a spray of water reduce emissions from chimneys? What are chloroflourocarbons (CFCs)?

A/S level this theme could be explored at greater depth.

### ***PHYSICS***

At Junior and Lower Secondary levels, the theme of gravity and forces. Pupils could look at the RESPONSIBILITY of architects to construct structures that are stable, weight bearing and durable. They could, for example, test different shapes, to see how well they cope with weight and movement. Suitable questions could include

- (1) When a big force acts over a small area we say it exerts a large pressure. What type of shoe would be less likely to damage a floor: a flat-heeled, or a stiletto heeled shoe?
- (2) Forces can make materials bend, stretch or twist. How important is it that the architect responsible for designing a bridge calculates the possible forces accurately? Pupils could be RESPONSIBLE for constructing models of a small play houses. The best could be replicated in the school grounds.

At GCSE and A level, the same topic can be explored in more depth. They could, for example, look at the use of flying buttresses, the construction of arches, pointed vaults and the importance of correct pitch for roofs. They could explain how forces are distributed with these devices.

Pupils could also do a project on energy. They could consider the RESPONSIBILITIES involved in producing energy that is not harmful to the environment. A suitable example would be to look at the implications of creating nuclear energy through fission and fusion. They could construct a mind map outlining possible dangers associated with nuclear energy. Examples could include: explosions in advanced atomic reactors, leaks of radiation, contamination of staff, contamination of water supplies and seas, the difficulties and dangers involved in transport and disposal of waste, and the use of nuclear material being used in weapons of destruction.

### ***MUSIC***

At Junior and lower Secondary levels, pupils can be reminded of their RESPONSIBILITY to treat musical instruments with great care, for example, in terms of how they handle them, play them, store them and transport them. They could construct a mind map that outlines other RESPONSIBILITIES that concern singers or musicians. Examples could include:

- (a) In a choir or ensemble ~ listen to other players, do not drown other players out and consider the good of the whole performance.
- (b) Before performing ~ check that your instrument is in tune and working properly, practice regularly and thoroughly, make sure (if possible) to arrive in plenty of time and that you know where you have to be.
- (c) When performing ~ to perform to the best of your ability, to play with feeling, to concentrate and to give attention to the conductor.

At GCSE and A level, pupils could consider the role of benefactors and their RESPONSIBILITY for a musician's survival and recognition. A suitable example would be that of Beethoven and the support he received from his teacher Hayden, Hayden's benefactor, Count Waldstein, and his later foremost patron Prince Karl Lichnowsky. Another example could be that of Leopold Mozart, who felt it was his RESPONSIBILITY to ensure that his child prodigy son, Wolfgang Amadeus, was secured the fame and fortune that he deserved.

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### ***LANGUAGES***

At Junior and Secondary levels, pupils could discuss whether they think that visitors to a foreign country should try to learn the language of the area that they are visiting. They could look at the difficulties involved.

Examples of these could include: local dialect, many languages spoken in one country, unwillingness of inhabitants to encourage foreigners to speak their language and the practical difficulties involved in learning a language.

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

At GCSE level, pupils could write about creatures that display social RESPONSIBILITY such as bees, ants, elephants, dolphins and apes.

At A/S level, pupils could write an essay or a talk on the theme of RESPONSIBILITY. Great French heroes/heroines such as Joan of Arc or ordinary people such as the members of the French Resistance during the 2<sup>nd</sup> World War could be subjects for essays and for talks. French leaders such as Napoleon Bonaparte and Charles de Gaulle could also be researched.

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