
Sathya Sai Education in Human Values, UK

Newsletter September 2001

Welcome to the September 2001 issue.

CONTENTS

	<i>Page</i>
<i>News:</i>	
<i>First ever EHV day</i>	2
<i>Lesson Plans:</i>	
<i>Theme and background information</i>	4
<i>Story: Naughty or Nice</i>	5
<i>Poem: Good manners make mates</i>	9
<i>Poem: Bad manners</i>	11
<i>School Activity Project: Good Manners Day</i>	12

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 © 2001 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: sathyaiahv@dial.pipex.com
Website: www.sathyaiahv.org.uk

NEWS STORIES

First “National Sathya Sai EHV Day” Saturday 8th September 2001

Around 85 trainers, teachers and volunteers attended the first-ever national meeting of Sathya Sai EHV, which took place in Rugby on 8th September 2001. Rolando Ciaravaglia who, amongst others, is responsible for formulating and delivering training to potential SSEHV teachers, chaired the meeting.

Carole Alderman, the National Co-ordinator for SSEHV began this productive day with a potted history of SSEHV – from its conception in August 1983 at a conference held in Prashanti Nilayam, India, to today’s attainable goal of receiving recognised national accreditation of SSEHV training in the United Kingdom.

Our guest speaker, James Lee, (M.A.) a respected educationalist currently embarking on his Ph.D. at Cambridge University, echoed Carole’s sentiments that those present at the meeting were “pioneers” of a style of education that was innovative and pertinent to today’s culture. Through its five teaching components, based firmly on five core human values, Mr Lee strongly felt that SSEHV’s unique teaching programme is at the forefront of today’s educational thinking. His active participation at the International Education Conference in Prashanti Nilayam earlier this year gave him the opportunity to observe SSEHV in an international context. The insights gleaned from his interaction with leading educationalists from all over the world were shared with us.

James complimented the SSEHV programme but also warned of potential pitfalls and advised not to become ‘exclusive’ but to actively work on being ‘inclusive’ in relation to other effective teaching programmes with similar goals. This acknowledges a human value in itself – humility – in recognising that we always have something to learn, as well as having something to teach others.

Reports from around the United Kingdom, and also Ireland, were presented. They highlighted the profound and real effect SSEHV was having on the life of children who were receiving the programme. In one instance, a young girl from East London told her SSEHV teacher how the ‘silent sitting’ had had a positive impact on her and her brothers and sisters at home to whom she taught the technique. What came across from all the reports was the dedication and sincerity of the teachers, their love for the children whom they were teaching and their commitment to continue spreading the SSEHV programme.

The speakers and reports were interspersed with personal experiences of individuals who taught SSEHV in schools, lunchtime clubs and Sunday schools. A participant on a recent “Intensive” teacher-training week with trainees from as far away as Venezuela, Finland, Spain, Italy and Canada gave her feedback on a course that was inspiring, fun and motivational.

...cont.

...cont.

A recent success and a “first” for SSEHV was the Summer Camp held over five days at a school in London during the summer holidays. Over-subscribed and attended by 108 children, this Summer Camp engaged children ranging from 5 –14 years in value-based classes and activities including sports and the immensely popular SSEHV board games devised by Leicester based teacher, Mr Dipak Fakey Kumar. The organising committee for this venture have already put together a ‘Project Pack’ so that teachers from other areas can plan their own SSEHV Summer Camps. The professional delivery and outcome of this project received high praise from the host school’s head teacher, the Borough’s Deputy Mayor, and the parents of participating children.

Central to the teaching programme are the excellent songs that have been composed for SSEHV, which are currently available on two CDs. A selection of these songs was sung with gusto during the course of the day led by Renu Gidoomal with guitar accompaniment. Also included was ‘The Buzz Ain’t Worth It’ (written for Manual 3, 12 year-olds) which warns of the damage and disappointment of drug taking. This is part of a CD No.3 of songs, which will soon be available.

Due to the increasing need for teaching material for older children, the SSEHV team has been busy working on the next stage of training. This informative day concluded with Carole Alderman presenting a draft copy of Manual No.4 that she has been busy working on this year. We all look forward to exciting times and hard work ahead!

Lesson Plan Exercises

This month's lesson plans revolve around the theme of GOOD MANNERS.

RELATED VALUES:

LOVE: Affection, Care, consideration, Empathy, Friendship, Gentleness, Interdependence, Kindness, Reverence, Sharing, Sympathy, Thoughtfulness, Unselfishness.

TRUTH: Fairness, Intuition, Self-awareness, Sincerity, Unity of Thought, Word and Deed.

RIGHT CONDUCT: Social Skills-Good behaviour, Politeness, Relationships, Ethical Skills-Code of Conduct, Duty, Respect for All, Responsibility.

PEACE: Attention, Dignity, Equality, Focus, Gratitude, Happiness, Harmony, Humility, Patience, Reflection, Satisfaction, Self-control, Self-discipline, Self-esteem, Self-respect, Understanding, Virtue, Inner Silence.

NON-VIOLENCE: Psychological-Benevolence, Compassion, Concern for Others, Consideration, Forbearance. Social-Brother/Sisterhood, Citizenship, Universal Love.

Background to the theme

To help us to understand the importance and value of Good Manners we can employ various analogies. We can liken them to the lubrication, or oil, in a car engine. A car can initially run with just a little oil, but within a short time its engine will become hot because the parts are rubbing against each other without any lubrication. Eventually the engine will be so damaged that it will no longer be operable. In the same way good manners enable us to communicate with others and to live as social beings in a more comfortable way. Another way of looking at Good Manners is to see them as the putty on the glass of life. Windows can stay in for a little time without putty but a gust of wind may be enough to cause the glass to fall out and break. In the same way relationships can be very fragile and when they are broken they can cause pain like fragments of broken glass. It is therefore important that we use the putty of good manners to keep our encounters with others as pleasant as possible.

Teachers, school assistants, parents, carers and in fact anyone who comes into regular contact with children can educate children in terms of manners by not only reminding them to observe them but also by being good examples themselves. If children observe us acting in a way which shows little regard for politeness to others we cannot expect them to behave appropriately. It is also useful to praise or at least acknowledge children who exercise good manners, so that they feel good about their actions and also to encourage others to behave in a similar way.

QUOTES

“MANNERS MAKETH MAN”

“GOOD MANNERS COST NOTHING BUT THEY ARE WORTH A LOT”

STORY:

Naughty or Nice by Kay Challenor

“Sharn’t.” said Natasha, letting the door swing shut in the face of the elderly man behind. Her mother looked in despair.

“You really must learn some manners. No one will like you if you carry on like this.”

Natasha stuffed her hands into her pockets. “So, I don’t care,” she pointed a grubby finger at the man as he hurriedly disappeared down another aisle of the shop. “I don’t know him anyway.” Yet inside she felt dirty and uncomfortable, a horrible feeling that left her feeling anxious and frustrated.

“Come on,” sighed Natasha’s mother. “Let’s get this shopping finished.”

“I want this and this. Gimme that...and some of that.”

“Now, Natasha, we only have a certain amount to spend and some of these things really are not good for you.”

Natasha curled her mouth into a twisted frown and began to scream loudly. She felt so angry. It was just not fair, all these rules and regulations. The tears began to roll down her face until her eyes began to blur and get sore. Somebody was bound to notice her eventually, take pity and maybe even give her something nice and wouldn’t that just show her mum for being so unkind to her.

Yet, cry as she might, nobody paid her any attention. In fact Natasha was aware that people seeing her crying were turning and walking away. She began to cry louder and louder...

“Will you shut up.” A high pitched voice squealed in her ear. “You are making my ears hurt and are frightening my children.”

Natasha was so surprised that she stopped crying and rubbing her eyes looked around to see who had spoken.

“That’s better,” the voice continued. “There really is no need to create such a scene like that. It is a total waste of energy and cannot exactly make you feel very good.”

Natasha thought. Her eyes were sore and red, her head ached and her throat was sore from her wailing. In fact she felt completely exhausted from all the effort.

“No, actually it doesn’t. Where are you?”

“Here.”

Natasha looked around and saw a large black rat standing on one of the shelves near her head.

“Urghh!”

...cont.

...cont.

“Same to you. You don’t look very attractive yourself carrying on like that. I’m surprised that anyone talks to you.”

Natasha thought of her friends. Or rather, lack of them. She wasn’t much liked at school, the other children rarely wanted to play with her, which was one of the reasons why she made such a fuss and threw tantrums, to try to get attention.

“You’re right,” commented the rat. “Animals do not like animals that snap and snarl and fight to get their way.”

Natasha looked amazed. “How did you know what I was thinking?”

“We animals have a sixth sense that enables us to understand and “read” what other animals are thinking. We have to in order to survive. Our sixth sense is like an unspoken language that we all understand. Actually,” said the rat with a pause. “You are an animal too and you have a sixth sense, only unfortunately most of you humans have forgotten how to use it.”

“What do you mean?” replied Natasha getting interested, “You mean that I am able to understand what all animals are thinking and feeling?”

“Well, you are understanding me now, aren’t you?”

“Yes. I suppose that I am.”

“Well then, what’s the difference? You exhausted yourself so much through crying you have numbed out all your physical senses and so have been able to detect your sixth sense. Now you know you have a sixth sense, you just need to understand how to connect to it for yourself.”

“Could you tell me?”

“I could,” replied the rat. “But that would be breaking the animal code. It is the rule that every creature has to understand through experience the way to communicate with all the other creatures. It is very simple, but you have to figure it out for yourself.”

Natasha pushed out her bottom lip and felt a squeal of frustration in her throat. She wanted to know NOW and she would have her own way! Yet, as she began to wail she could see the rat’s intense look and knew that he was saying something, but she just couldn’t quite hear.

The rat scuttled away as Natasha’s mother took her hand.

“Now come on. Time to stop this. Let’s go home.”

...cont.

...cont.

Natasha stopped wailing and rubbed her eyes.

“Did you see the rat?”

“Don’t be so silly. There are no rats in the shop. Goodness me, the shop would close down if there were rats!”

“But...”

“Come on.” Natasha’s mother led the way and the two of them left the shop. Outside the sun was shining. Natasha felt happy as the sun beamed down on her. It seemed to warm her right through her clothes and skin to her very bones. She felt herself smiling.

A lady came towards them. She was out walking her dog, a pretty white poodle, all clipped and looking very smart. The dog stopped by Natasha and wagged its tail.

“Hello, my name is Pippin.”

Natasha jumped.

“Thank you for saying that I look pretty. I had my coat clipped this morning. Just the thing for a warm day.”

Natasha looked even more surprised, “How did you know what I was thinking?”

“Oh, that’s easy!” said the dog “A smile can say a hundred things. By the way, you look very pretty too. I like your dress.”

The lady who owned the dog looked down at Natasha. “I see you like my dog. She seems to like you too. Her name is Pippin.”

Natasha smiled, “She is lovely,” she said.

The lady beamed. “What a delightful little girl you have,” she said to Natasha’s mother.

Natasha’s mother couldn’t believe her ears. She looked at Natasha full of love, “Yes, she is,” she replied.

Natasha felt a lovely warm glow beginning in her tummy and spreading all through her body. She looked around at the world with new eyes. The car park, the trees, the sky, everything seemed to suddenly be alive with life. She felt an enormous grin spreading on her face.

“Wow,” she thought. “Wow, there is just so much!”

...cont.

...cont.



Questions:

1. What name shall we call this story?
 2. What did Natasha do to get her own way?
 3. Did Natasha have a lot of friends?
 4. What did Natasha do to the man entering the shop?
 5. What did the rat say that animals have that enable them to understand one another?
 6. What was the 'animal code'?
 7. Did Natasha learn to understand animals?
 8. What difference did this make to her?
 9. How did you feel when you heard this story?
 10. Did it remind you of anything in your own life?
-

POEM

This poem is aimed at children at junior level, but could also be used with children at secondary level in the first two years, especially for those in the lower sets.

GOOD MANNERS MAKE MATES **by Zita Starkie**

Good manners are such precious things
And you know that they are free
They only take a little time
And make a link from you to me.

They're putty in the glass of life,
The ice cream on the sweet.
They're icing on a birthday cake;
They really truly are a treat.

Like oil in cars, they lubricate
And help the parts from heating.
So then together happily
We can have a pleasant meeting.

Good manners are so important
Because they do a vital job,
Like putting someone at their ease
By saying 'thanks', 'no thanks' and 'please'.

'Thank you' is just a little word
Yet it is a thing of power.
And without a friendly gesture
All our relationships turn sour.

Saying 'thank you' means, "I know
You're showing me that you care.
I'm not taking you for granted
Of your kindness I am aware."

Good manners are such precious things
And you know that they are free!
They only take a little time
And make a link from you to me.

'Please' means, "I'm enthusiastic".
It means, "I value what you say.
I think that you are fantastic.
You add value to my day."

...cont

...cont

Manners aren't just 'please' and 'thank you'.
They are general courtesy.
They show respect for another
And that is the real key.

When you're waiting for your dinner
Is it right to jump the queue?
How would you like someone else
To push in front of you?

Good manners are a precious thing
And you know that they are free!
They only take a little time
And make a link from you to me.

Stay silent when another speaks
It will let them know you hear.
Allow them to communicate
And make their meaning clear.

"Manners maketh man", they say
And manners make mates - it's true!
So take the key, unlock the door,
Because good manners maketh you.

This poem can be used at secondary level and would also be suitable for older junior school children.

BAD MANNERS by Zita Starkie

He snatched the present from my hand
He never even looked at me
Not a thank you, not a smile,
Nor look of gratitude or glee.

“Would you like to share my drink?”
She was thirsty, I could see.
She glared and snatched it, did not say ‘please’,
Did not care to think of me.

They pushed before me in the queue
No ‘Excuse me’, or ‘So Sorry!’
It was as if I were a bike
And they? A ten ton lorry.

Poor me! It’s bad. It’s just not fair!
Sometimes they act like I’m not there!

They’ve got no manners, not like me.
I’m thoughtful, kind and good...you see!
They ought to change. I’m not to blame.
Oh no I’m not! I’m not the same.

What me! Not give your gran’ a seat?
Though she’s old and very frail.
Left her standing on her feet
Though she looked quite worn and pale?

I shouted in the cinema?
Stuck my feet up in the air?
Pulled faces at the usherette
Made threatening looks and awful stare?

I! Have bad manners? Don’t you dare
Say I often don’t think or care?
That was just ‘them’! That was not me!
I think I’m acting cool, you see.

SUGGESTION FOR INTEGRATING THE THEME INTO THE CURRICULUM

WHOLE SCHOOL ACTIVITY: *GOOD MANNERS DAY*

A day could be set aside as a GOOD MANNERS DAY. The school could prepare for the day well in advance. This would encourage students to think carefully about the theme and hopefully would lead to a general improvement of manners throughout the school. The whole school could be involved in devising activities for the day, such as debates, games, plays, sketches, quizzes and so forth. A suggestion box could be placed somewhere prominent and students invited to suggest ways in which good manners could be encouraged throughout the school. Students who had demonstrated good manners through the term could be rewarded with certificates and prizes on the day.

ENGLISH: At Junior level, SSEHV BOOKS can be used as a stimulus for discussion, activities and work. Lessons can be based on the following sections: BOOK 1, Lesson 1.21 and Book 2, Lesson 2.20. The above poems can also be used as a basis for discussion and/or comprehension exercises at Junior and at Secondary levels; teachers may find that “Manners Make Mates” is more suitable for younger students and “Bad Manners” may appeal more to older students.

They can also be used as a stimulus for students to write their own poems and essays on the theme of good manners. SSEHV BOOK 3 provides stimulus, through quotes, silent sitting exercises, story and comprehension exercises aimed at the first year of Secondary level. Teachers can refer to Lesson 3.25 (p.217-221). At GCCSE level they could also be used as stimulus for writing a letter to a newspaper, or taking part in a radio/TV programme to complain about bad manners or to defend young people who are being accused of having bad manners. At this level they could also be asked to write a talk to be given to students at their school. This could either be for their peers or a younger class. A debate could be held in the school on the desirability of good manners. Each class could prepare a contribution to be presented on Good Manners Day.

At A level, students who are studying language could look at how phatic remarks, such as “mmm”, “really”, “yes” and “no” are used in conversation to put the speaker at ease and to indicate that they are being really listened to. They could record conversation and analyse it and present their findings to the school.

In Literature the writing of pre-1900 authors could be analysed in relation to the emphasis given to good manners. Suitable AS and A level texts would be Jane Austen’s *Pride and Prejudice*, Emily Bronte’s *Jane Eyre* and Charles Dicken’s *Great Expectation*.

RELIGION: At Junior level children could be asked to draw pictures, listen to stories and talk about their experiences that are concerned with good manners. Lessons could be based on SSEHV BOOK 1, Lesson 1.21 and BOOK 2, Lesson 2.20. At Secondary level the first year could base activities around BOOK 3, Lesson 3.25 (p.217-221). Older Classes could discuss the saying “Manners Maketh Man.”

...cont.

...cont.

They could look for examples through the study of spiritual texts, of how world religions have contributed to harmonious living by promoting good manners. Essays could be written on the subject and the best of them could be read out during assembly.

DRAMA: At Junior level children could be divided into small groups and helped to work out a simple sketch which would demonstrate good manners. At Secondary level students could be asked to write and perform their own play based on good manners.

They could, for example, depict two contrasting families: one who show good manners and one who demonstrate bad manners. The best plays could be performed on GOOD MANNERS DAY in front of the whole school.

PSHE: Students could discuss what is meant by good manners and give examples based on their own experiences. They could talk about how they feel when someone does not for example, say thank you to them, or acts in another way that indicates lack of manners and consideration. The two poems above can be used as stimulus.

GEOGRAPHY: Students could look at different cultures and countries such as Japan, which place great emphasis on good manners. GCSE students could examine, in particular, how good manners are often seen as an integral part of business strategy.

HISTORY: Students could study different periods in History when good manners were seen to be socially desirable.

DESIGN TECHNOLOGY: Students could be asked to devise, design and make a game based on the theme of GOOD MANNERS. Deepak Fakey's games (available shortly through EHV Promotions Ltd.) could be used as stimulus.

MATHS: Surveys could be conducted through the school on aspects of good manners and the results plotted and displayed on bar graphs and other charts. These charts could be put upon display in a prominent place to help raise awareness. Surveys could include questions such as? How often do you say thank you? Children could tick the appropriate box:

Always, Sometimes, When I remember, Seldom, Never. Other possible questions could be; How often do you: say please; open doors for others; give up your seat to allow someone old, young or disabled to sit down; interrupt conversation.

Children could be asked to comment on results of these surveys by placing their comments in a box near where the graphs are on display.

BIOLOGY: At junior level children could look at the parallels between the way the use of good manners in social relationships and the way that our bodies operate. Children can be shown how in the body, each part has its own function. Body parts work together in harmony with each other, without infringing on each other's role. In this way they could be said to have good manners.

...cont.

...cont.

CHEMISTRY: Students from top junior and lower Secondary level could look at the Periodic table and consider how some chemicals, such as Potassium and water, react violently towards each other, whilst others like sugar and water combine with no visible reaction. They could also consider how all metals show signs of corrosion when they are exposed to the elements of air and water over a period of time except for gold.

PHYSICS: Whilst doing practical work students can be reminded that it is not good manners to race to the equipment so that the best pieces can be taken.

MUSIC: During music lessons students can be asked to observe the following guidelines: when composing, listen to other people's ideas; whilst performing, do not laugh at other people's mistakes; during appraising or listening exercises try to give positive criticism, rather than being only negatively critical about a piece of music; do not disturb others by making noise.

Students at secondary level can look at types of music that depend on "good manners".

In Jazz for example the lead singer will offer space to each of the instrumentalists so that they can "speak". In other words each instrument plays a solo, whilst the singer and the other instrumentalist remain silent.

In Scat singing the singer interacts with different instruments, leading them, or copying them closely, being careful to come in at precisely the right moment.

Indian Classical music also demonstrates this. The music of Ravi Shankar could be studied with particular emphasis on the interaction between the Sitar and the tablas.

Using these and other types of music as stimulus, GCSE and A level students could be encouraged to write and perform their own compositions. Performances could be held in front of the whole school on GOOD MANNERS DAY.

IT: Students sharing school computer can be encouraged to take turns without showing resentment or hostility.
