

Topic: INTUITION

Objective: To encourage awareness of intuition not ignore it.

To value insight and imagination as ways of perceiving reality, thus increasing the ability to draw meaning from art, poetry and symbolism.

Developing interest in metaphysical questions.

Curriculum Links: Citizenship, Drama, English, Music, PSHE, RE

Key words: cauldron, croft, intuition, peat

Materials needed:

- The Manual or copy of lesson plan
- Pages 36 and 37 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Pages of drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



LISTEN TO YOUR INNER VOICE

Discuss what is 'our inner voice'.

Have you any examples of when your quiet, inner voice helped you?

SILENT SITTING

Step 1 (*See exercise on page 36 of the Introduction Manual*)

Steps 2, 3 (*Optional*)

Step 5: Guided Visualisation on Light exercise (*See page 37 of the Intro Manual*)

Step 6.

DRAMA

THE BURNT DRESS

by Tessa Hillman

The scene is set in a house in Ireland in the early 20th century.

Characters: *Narrator*
 Annie, the eldest sister
 Annie's 3 sisters
 Annie's 7 brothers
 Their father

Annie: When I was a little girl in Ireland, we used to live in a croft. It was a very simple life. My father kept cows and one goat, and we burned peat on the fire in the Winter to keep us warm and to cook the food. Most meals would be cooked over the open fire in a big cooking pot like a cauldron by my mother. She was a charming lady who always did her best for her family.

2nd Sister: We are a 'long' family. That is, my mother had eleven children. I have seven brothers and three sisters.

Annie: I came somewhere in the middle. Number six, I was.

1st Brother: The boys have to help with the animals, the garden and the fires.

3rd Sister: The girls have to help with the washing, the cleaning and the food.

4th Sister: That is how it was in those days. It's different now, thank goodness.

Annie: I remember a time when my brothers and father were away out cutting the turf to be dried for the winter, and mother was away visiting her sister. That left us four girls to cope with running things at home. I was the eldest of the girls, so I was in charge.

2nd Sister: We were to prepare the meal to be ready when the men came home. Annie was busy peeling potatoes. I and my other sisters were chopping swedes and washing cabbages. There were no supermarkets, of course. No 'easy-freezy' meals. No quick snacks. We were getting hungry.

3rd Sister: I am going to pop a potato into the hot ashes at the side of the fire, to bake it for a little snack. I feel too hungry to wait until everyone comes home.

Narrator: She shoved the potato into the edge of the fire with a long metal shovel that was used to clear the ashes. No one was paying much attention to her.

3rd Sister: (Suddenly screams). Annie, Annie, my dress is on fire!

Annie: (turning round and horrified, sees the flames licking round the hem of her sister's long skirt) Stay calm! Walk backwards, out of the door, and hold your skirt

up. (*Annie rushes to the bucket and takes the dishcloths out of it and puts them over her sister's hands to stop them from being burnt and follows her outside*).

Now let me help you pull that skirt down. That's it. Step out of it.

2nd Sister: She is very shaken and her hands are a little burnt.

Annie: Hold them under the cold water tap while I make her a warm drink.

3rd Sister: We'll pump the water up for her to cool the burns.

Narrator: When father got home, they told him what had happened.

Father: (comforting his daughter) Annie, how did you know you needed to get her to walk backwards?

Annie: I don't know. It just seemed right to me. I kept hearing myself saying, 'She's got to walk backwards,' so I told her to. I just heard a very loud thought, 'She's got to walk backwards'. So I told her to.

Father: If she had walked forwards, the flames would have been blown on to her legs and, when you opened the door, with the wind that's blowing today, the flames would have burned her body. Also she could have burnt the house down, as we have straw all over the floor.

Narrator: Sometimes we just feel we know what is the best thing to do, although we don't truly understand why. It's called listening to your intuition.

Father: Well done, Annie, I'm proud of you! You've done well in taking over from your mother when she's off a-visiting.

QUESTIONS: *Support answers to questions 1 to 4 and 6 with evidence from the text.*

1. How did the family share their chores?
2. How was life different at that time?
3. Did Annie use her presence of mind well?
4. What made Annie tell her sister to walk backwards?
5. How did the girls look after their sister and her burnt hands?
6. How would you put out a fire, should the need arise?
7. What values are depicted in the drama?
8. Do you think family values are important in modern day life? Give reasons.
9. How did you feel when you saw, heard or acted out the drama?
10. Did it remind you of anything in your own life?

Key words: *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

GROUP ACTIVITY

Remind the class about confidentiality and the importance of being able to trust each other not to gossip about each other's personal feelings and experiences.

Reflect on and then discuss:

*Times when I have listened to my inner voice and what happened.
How I feel about it right now.*

Remember the inner voice of truth or conscience will never tell you to harm yourself or anyone else.

GROUP SINGING

I WANDERED LONELY AS A CLOUD

*(Three verses of poem by William Wordsworth 1770-1850
music by Stuart Jones)*

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

Often when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils.

After memorising Wordsworth's poem, the pupils could dance freeform to the music of the song as their intuition inspires them. Teachers could observe, but please be non-judgemental.

Citizenship Link: Programme of study:

3a use imagination to consider other people's experiences.

3c reflect on the process of participating

English Link: Spelling 7: Spelling key words;

Sentence level 4: tense usage;

Vocabulary 15: use a dictionary;

Listening 6: listen and recall talk, reflect, ask questions, comment or challenge views; Drama 15: develop drama techniques.

History Link: Research the lives of your grandparents in the 20th century and what men and women were expected to do workwise. 2a page 20.

PSHE Link: 2 Developing a healthier, safer lifestyle.

2h basic emergency aid procedures.

3 Good relationships 3g the value of family life.

RE Link: Relationships and interpersonal behaviour in the home.

AT2 The importance of family life.