



SRI SATHYA SAI INSTITUTE OF EDUCARE
SOUTH AFRICA

Contents

Chapter One: Introduction	6
Objectives	7
Course Structure	8
The Course Outline	9
Submissions and Assessments, Attendance and Pass Requirements	11
Submissions and Assessments	11
Attendance	11
Pass Requirements	12
Certification	12
Student Declaration	13
Sample Declaration Form	13
Mentoring	13
Chapter Two: Module One	14
The Philosophy of Educare	15
Educare and Education	15
The Educarer	17
The Five Aspects / Domains Of The Human Personality	18
Intellect	19
Physical	20
Emotional	20
Psychic	20
Spiritual	21
The Five Cardinal Human Values	23
Transformation / Teaching Technique - Silent Sitting	30
Preparing For Silent Sitting	31
Components of Silent Sitting	31
Benefits of Silent Sitting	33
Application of Silent Sitting	34
Creation	37
Creation – A Projection Of The Divine	38
How Did He Create?	38
The Process Of Creation	39
Consciousness Permeates All Creation:	39
Elements And The How The Human Form Was Created	40

The Five Attributes	41
Principle Of Unity And Integration	42
Inner Instrument/ Mind:	43
Five Elements And The Mind	43
The Inner Instrument - Mind	47
What Is The Mind?	47
Where Is The Mind?	47
The Thinking Mind	48
The Memory Mind	48
The Ego Mind	49
Core Tenet: 3HV (Heart, Head and Hand)	52
The Head Value	54
The Heart Value	55
The Hand Value	55
Application Of 3HV In The Field Of Education / Teaching	56
Chapter Three: Module Two	58
Core Tenet: Ceiling On Desires	59
Fourfold Programme	59
Don't Waste Food	60
Don't Waste Money	61
Don't Waste Time	63
Don't Waste Energy	63
Core Tenet: Unity of Faiths	65
Transformation Technique: Prayer, Quotations and Affirmations	69
Prayer	70
Quotations And Affirmations	70
Transformation Technique: Story Telling	73
Storytelling In The Workplace	74
Storytelling At Home	74
Storytelling At Schools	74
How To Use Storytelling As A Transformation Technique	74
Presentation Skills	76
SSSEHV In The Community	77
Chapter Four: Module Three	80
Transformation Technique: Group Singing And Music	81
Value Of Song And Music:	81
Music And Brain Waves	82
Healing Music Therapy	82
Musical Greats	82
Advantages Of Classical Music	83

Examples Of Good Classical Music To Stimulate Learning	84
Benefits Of Group Singing	84
Introducing Music In Your Life	84
Transformation Technique: Group Activities	85
When Do We Use Group Activities?	86
What Are The Benefits Of Group Activity?	86
Core Tenet: God, Man And Environment/Nature	88
How Can Protecting The Planet Help Us To Grow Spiritually?	88
Group Activities	89
Story Telling	89
Prayer, Quotations And Affirmations	89
Silent Sitting And Meditation	90
Music And Group Singing	90
Core Tenet: Unity In Diversity	90
Short Story:	90
Sathya Sai Baba Talk On Unity In Diversity:	91
Scientific Investigations Into The “Truth Of The One”	92
Core Pillar: Brotherhood of Man And Fatherhood of God	93
Lesson And Activity Planning	95
Approaches To Lesson Planning	95
Activity Plan	96
Sample One	97
Sample Two	99
Life Skills Application (Integration Across The Subjects)	101
Integration At World/Universal Level	101
Sample Three	102
Chapter Five: Modules Four and Five	104
Qualities Of A Leader	105
Good Leaders Vs Great Leaders	106
The Educarer As An Agent of Change	106
The Qualities Of Faith And Confidence.	106
The Story Of A Little Sparrow By Sri Sathya Sai Baba	107
The Lesson From The Sparrow	107
The Leadership Model	108
To Be	108
To Do	109
To See	109
To Tell	110
Practise Yourself Before You Begin To Preach By Swami Sivananda	110
The W.A.T.C.H. Method For Transformation	111

Words	111
Actions	111
Thoughts	112
Character	112
Heart	113
The Role Of Parents And Teachers In Grooming Leaders	113
Parents	113
Source: Lorraine	113
Burrows: Sathya Sai Parenting	114
Teachers	114
Practice The 5 D's	115
Devotion To Duty - Mother Theresa	115
Dedication - Nelson Mandela	115
Discipline - Benjamin Franklin	115
Determination - Mahatma Gandhi	115
Discrimination - Abraham Lincoln	116
	117

SRI SATHYA SAI EDUCATION IN HUMAN VALUES (SSSEHV)

In the 1930's, a young boy, barely eight or nine years old, got together a group of friends who would go around the village in which they lived, singing songs in praise of the various deities worshipped by the villagers. He would write and also perform in skits which always had a moral. Although from a very poor family, He is known to have sacrificed his own meal to feed another hungry person. He would speak about scripture with a depth of understanding beyond His years. The boy's name was Sathyanarayana Rajoo and the village in which He lived is Puttaparthi. The villagers loved Him, for they knew that He was special. In 1940, Rajoo, as He was affectionately called, revealed Himself as Sri Sathya Sai Baba.

Little did the world realise that in the way He conducted His daily life, He was role-modelling the blueprint for social transformation which we know today as Educare.

The Sri Sathya Sai Education in Human Values (SSSEHV) Programme is based on the Educare philosophy which He expounded. The techniques He used to teach and transform villages were later to blossom into the Transformation Techniques used in SSSEHV. The various subjects he spoke about, be it about the environment, spirituality, human desires, Human Values etc. have become the Core Tenets / Pillars of the Course.

There is no religious bias in the Course. It is as applicable to a Christian as it is to a Hindu, Buddhist, Muslim, Jain or Jew. It draws from the teachings of the different religions of the world. A student of this Course must first and foremost have a desire for PERSONAL TRANSFORMATION because it focuses strongly on the spiritual development of the participant. Therefore, it is first and foremost a transformative experience for the student.

Objectives

The objectives of the Course are as follows:

1. To foster character development and spiritual transformation
2. To inculcate habits of self-discipline so that students learn to be masters of the mind and not slaves and have absolute control over sense organs.
3. To engender in students a desire to be of service to all humanity and, in this way, to be of service to God
4. To train them to be able to discriminate between right and wrong, between truth and non-truth; that is, to always follow the inner promptings of the Divine.
5. To help students to be fully aware of the Unity underlying all faiths and all mankind.
6. To guide all students to have Purity and Harmony in Thought, Word and Deed.
7. To help students realize their conscience and follow that as the path to attaining Divinity

8. To give priority to the development of character, self-confidence and self-sufficiency.
9. To foster the understanding and practice of the five inherent human values of Truth, Righteousness, Peace, Love and Non-Violence.

Course Structure

The Sri Sathya Sai Education in Human Values Introductory Course comprises 5 Modules which are presented in 7 online sessions. The content covered for each Module is given in the table below.

Module 1

Session 1

- The Philosophy of Educare – Education vs Educare
- The Human Personality
- Core Tenet - The Five Cardinal Human Values
- Transformation Technique – Silent Sitting and Meditation

Session 2

- Creation and The Inner Instrument
- 2HV
- Superbrain Yoga and Thumb Meditation

Comments

Quiz 1 will be based on the Topics covered in this Module

Module 2

Session 3

- Transformation Technique – Prayer, Quotations and Affirmations
- Transformation Technique – Storytelling
- Core Tenet – Unity of Faiths
- Core Tenet – Ceiling on Desires
- SSSEHV in the Community

Comments

Quiz 2 will be based on the Topics covered in this Module

Module 3

Session 4

- Transformation Technique – Music and Group Singing
- Transformation Technique – Group Activities
- Core Tenet – God Man and Environment
- Core Tenet – Unity in Diversity
- Core Tenet – Brotherhood of Man and Fatherhood of God

Session Five

Lesson Planning

- Direct and Indirect Method / Integrated Method
- Lesson Planning for Schools: Direct and Integrated Methods
- Lesson Planning for Workplaces
- Lesson Planning for Community

Comments

Quiz 3 will be based on the Topics covered in Sessions 4 and 5 of this Module

Session 7

- Lesson Presentations

Module 4

Session 6

- Educare Practitioner as Exemplar
- Leadership

Comments

Quiz 4 will be based on the Topics covered in this Module

Module 5

Session 6 (Modules 4 and 5 will be covered in one session)

- Discipline with Love
- Environment and Culture of Love and Harmony - Workplace, Home and Family

Comments

Quiz 5 will be based on the Topics covered in this Module

The Course Outline

The SSSEHV INTRODUCTORY COURSE is structured to present the student with a balance between theory and practice, subscribing to the philosophy: “Experience is the best teacher”. The experiences would come from the various self-development exercises, tasks and assignments that the student has to do/undertake during the Course.

From a theoretical perspective, the SSSEHV Course focuses on the following areas:

1. Background to SSSEHV, the Philosophy of Educare, Creation, Man’s “Inner Instrument”, and the Domains of Human Personality.
2. The Core Tenets of SSSEHV
3. The Five Transformation Techniques and their application in various settings.

4. Creating a Culture of Love and Harmony

The table below provides a breakdown of where in the Course each of these focus areas are covered as Topics.

TOPIC	MODULE
Background to SSSEHV, Philosophy of Educare, Creation, The Inner Instrument, Domains of the Human Personality	Module One
The Educare Practitioner as Exemplar	Module Four
Leadership	Module Four
Love and Discipline	Module Five
Environment of Love and Harmony in Home, Family, Workplace and Community	Module Five
THE CORE TENETS OF SSSEHV	
The FIVE Cardinal Human Values	Module One
3HV	Module One
Ceiling on Desires (COD)	Module Two
Unity of Faiths	Module Two
God, Man and Environment	Module Three
Unity in Diversity	Module Three
Brotherhood of Man and Fatherhood of God	Module Three
THE FIVE TRANSFORMATION TECHNIQUES	
Silent Sitting and Meditation	Module One
Prayer, Quotations and Affirmations	Module Two
Storytelling	Module Two
Music and Group Singing	Module Three
Group Activity	Module Three

Submissions and Assessments, Attendance and Pass Requirements

Submissions and Assessments

The following submissions are compulsory for all students:

1. The HUMAN VALUES SELF-DEVELOPMENT exercise. (Appendix B in this Guide)
2. The SPIRITUAL SELF-AUDIT. The self-audit must be submitted three times during the Course. (Appendix A in this Guide) Submission dates will be given in the Schedule of Due Dates for Submissions and Assessments, which will be posted on Google Classroom.
3. Six quizzes as follows:
 - A quiz for each of Modules 1,2,3,4 and 5 of the Course.
 - A 6th Quiz covering work done in Modules 1,2,3,4 and 5.
 - Students will be allowed two attempts for each Quiz.
4. The SELFLESS SERVICE Project - (ASSIGNMENT 1)
5. The ROLE MODEL Assignment (ASSIGNMENT 2)
6. The LESSON PLAN AND PRESENTATION (PLAN - ASSIGNMENT 3A and PRESENTATION - ASSIGNMENT 3B)
 - In Assignment 3A students will have to plan and deliver a lesson based on the Five Transformation Techniques which will be covered in this Course.
 - In Assignment 3B students will do an online presentation of the lesson presentation experience.
7. A SCHEDULE OF DUE DATES FOR SUBMISSIONS AND ASSESSMENTS will be posted as a separate document on Google Classroom. Students must consult this document and submit it on or before the due dates. Late submissions will incur a penalty. Students who constantly submit late may, at the discretion of SSSIESA, be de-registered.
8. Assignments 1, 2 and 3 are subject to a Moderation Process.

Attendance

- Students are expected to attend all online sessions and be present for the full duration of the session. The classes will be held via the Zoom portal.
- If for any reason, the student is unable to attend a session, he/she must inform the mentor prior to the commencement of the session, giving reasons for the non-attendance.
- The student is allowed to be absent for ONE MODULE only.
- If in circumstances beyond the student's control, he/she is absent for a Second Module, the student must write to the Course Coordinator requesting an attendance reprieve. If accepted, the student will be required to submit an Assignment based on the Module for which he/she was absent. The pass mark for this special assignment is 70%. Students who do not achieve 70% for this Assignment will be de-registered.
- Students who do not meet the attendance requirements will be de-registered.
- Students who drop off during the course of the Programme or who have been de-registered or who do not fulfil the pass requirements may apply to the SSSIESA to be readmitted to the Course in the following year, such readmission would be at the discretion of the Board of the SSSIESA. Students who are readmitted must repeat the entire Course.

Pass Requirements

Students will pass only if they meet all of the requirements listed below:

- Meet the attendance requirement as laid out in No. 2 above.
- Achieve a composite mark of 70% for the 6 quizzes.
- A pass mark of 60% for each of Assignments 1, 2 and 3.
- Completed and passed the special Assignment, if applicable (2.4 above)
- Completed and submitted the Human Values Self Development task. (See Appendix B)
- Completed and submitted the Spiritual Self-Audit 3 times during the Course. (See Appendix A)
- Completed and submitted a form declaring that all work submitted for the Course is the original work of the student. This declaration must be submitted with Assignments 1,2 and 3.

Certification

A certificate of completion will be issued by the Sri Sathya Sai Institute of Educare - South Africa to students who have fulfilled all the requirements listed in No. 3 above.

Student Declaration

A Student Declaration Form will be posted on Google Classroom. At the completion of Assignments 1, 2 and 3, students must complete the Declaration Form and submit it with the Assignment.

Sample Declaration Form

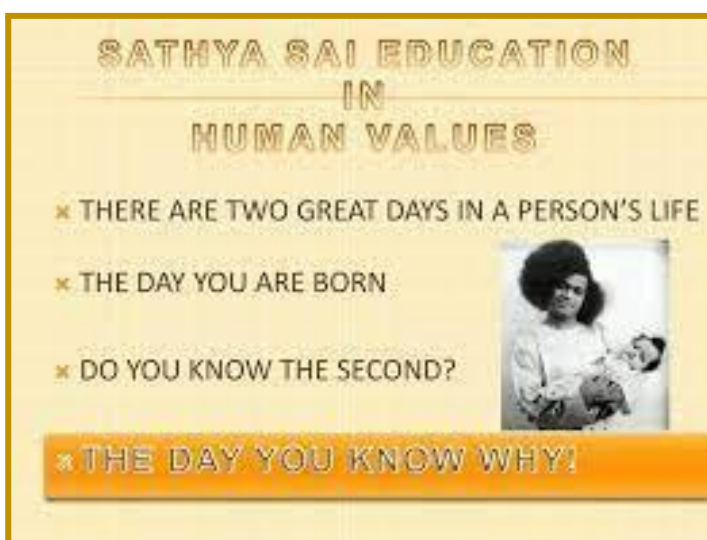
I, _____, Student Number _____, hereby declare that the _____ Assignment, hereby submitted is my own work. I have not copied either in part or full any work belonging to another.

SIGNATURE OF STUDENT

Mentoring

The Sri Sathya Sai Institute of Educare allocates a mentor to each student or group of students. Mentors are selected on the basis of their knowledge and expertise in the Education in Human Values Programme. The Mentor:

1. monitors the student's progress.
2. advises and assists the student who may experience challenges in understanding the content of the Course
3. guides students towards excellence in their Assessments and tasks.
4. is the first port of call for a student who may require clarification on any issue related to the Course.



Chapter Two: Module One

Topics covered in this Module

- The Philosophy of Educare – Education vs Educare
- The Human Personality
- Core Tenet of SSSEHV - The Five Cardinal Human Values
- Transformation Technique – Silent Sitting and Meditation
- Creation
- The Inner Instrument
- Head, Heart and Hand (3HV)

The Philosophy of Educare

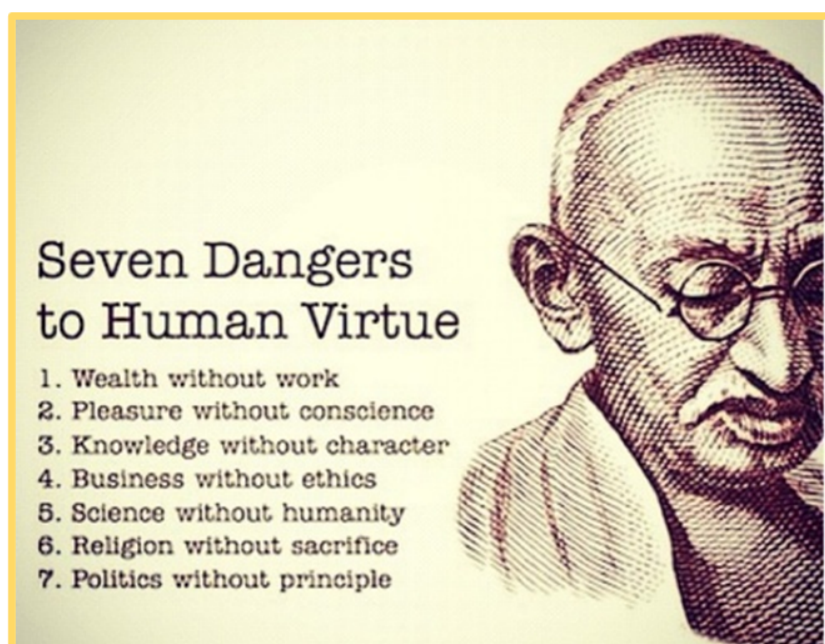
Educare and Education

Sri Sathya Sai Education in Human Values (SSSEHV) is a multi-cultural, multi-faith self-development Programme for children and young people and adults all over the world. The aim of SSSEHV is to serve as a simple educational tool to develop positive values in children and adults so that they learn how to live life and not just earn a good living. SSSEHV is part of the process of Educare in which the philosophy of A LOVE FOR GOD AND FEAR OF SIN is promulgated.

Education is the name given to the knowledge that one acquires about the external world. This knowledge is acquired, among other things, through our senses. Educare, on the other hand, relates to the knowledge about our Inner world. This knowledge has already been deposited in our Hearts by a loving and merciful God. This treasure is His gift to us. It has been given to each and every individual, WITHOUT ANY EXCEPTION.

The word Educare originates from the Latin word 'Educare', meaning to bring out or develop from latent or potential existence. In our context, it means bringing out the Divinity latent in the person. Man expresses his divinity by living the image of God, which is his true nature. This image reveals itself as Human Values of Truth, Righteousness, Peace, Love and Non-Violence.

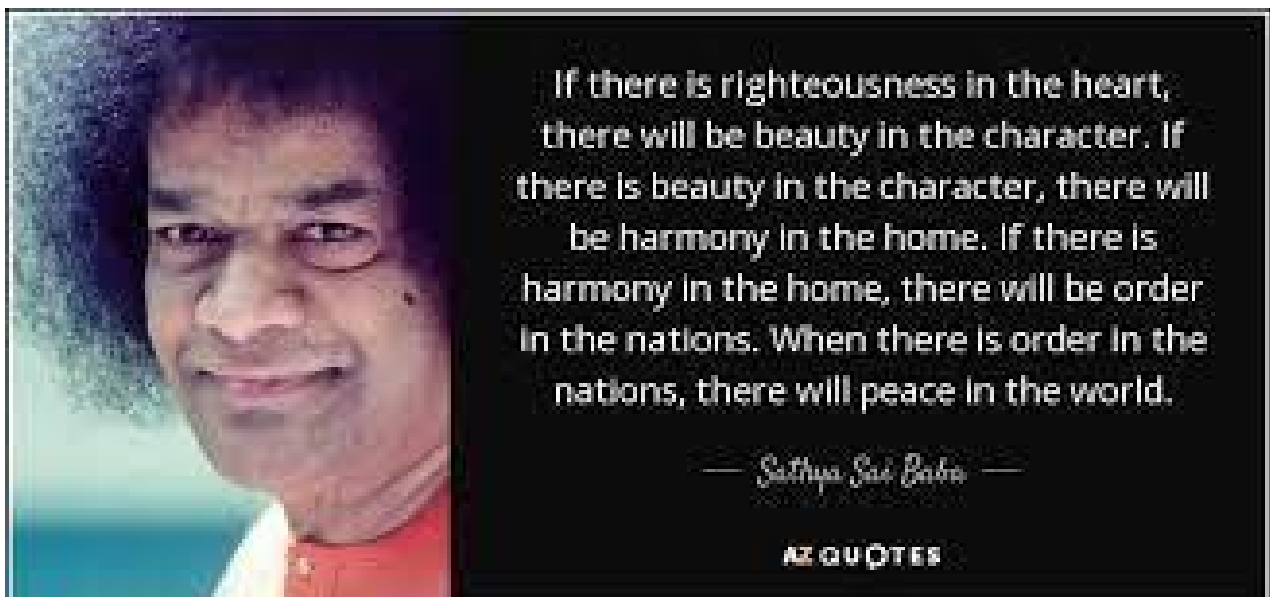
There is no doubt that the moral fabric of society has deteriorated the world over. Hence, the proliferation of the seven sins that Mahatma Gandhi referred to which alludes to an urgent need for man to acquire an education that transforms him into a loving, caring, righteous being.



The differences between Education and Educare are given in the table below:

Education	Educare
Worldly (materialistic) Outward journey	Heart to heart/God centred Inward journey
Greed and aggression	Love and Compassion
Selfish grabbing	Selfless service
Senses	Intellect
Transient pleasure	Eternal bliss
Demands one's rights	Realize one's responsibility
Knowledge	Wisdom
Information	Transformation
For a living	For life
Explanation	Quest
Gives info	Transformation
Effort to study	Realisation that is already there
Offshoots - pride & ego	Humility and awareness

The incorporation of an education programme, which focuses on assisting man to make a living, into the wider programme of Educare will produce the balance that is needed for harmony in society. Sri Sathya Sai Baba says:



A human being is a combination of the body, the Mind and the Soul (Atma) - he is thus an MBA complex! Here, we shall use the words Atma, Heart, and Soul interchangeably. A person who ignores the Atma/Soul would be guided entirely by his body and his Mind. The senses would feed information about the external world to the person concerned, and the person would react to situations based entirely on the dictates of his senses and the impressions coded into his mind/brain. His actions and decisions would never show even the slightest trace of any compassion. He would always be guided by selfishness and self-interest.

The SSSEHV program is a balanced diet of Educare plus education. Here are some examples of how this can be done:

- In a course on molecular biology the students can be taught about genetic engineering and its benefits to society. But the disadvantages of and ethical issues related to genetic engineering must also be exposed so that students can use their knowledge and skill of genetic engineering in a fundamentally discriminate manner.
- Basic mathematical concepts such as multiplication and division can be extended to exercises in social skills through discussion e.g. LOVE shared is doubled while SORROW shared is halved, or
- You cannot call a geometric figure a triangle unless all its angles add up to 180°. Similarly, a family is not a family unless there is harmony in that home.

The Educarer

- Facilitates lifelong transformation
- Focuses on Human excellence (physical, intellectual & spiritual)
- Develops Fundamental Discrimination
- Has Belief in the Oneness of creation & in a higher consciousness
- Is a role model and teaches by example.
- Inspires change through Resonance

Education is incomplete unless based on fundamental values [Truth, Righteousness, Peace, Love and Non-Violence]. The end of education is CHARACTER. Eminent scientist Victor Weisskopf says: "[Scientific] knowledge without compassion is inhuman. On the other hand, compassion without knowledge is ineffective."

QUESTIONS

1. What is the aim of SSSEHV?
2. What philosophy does SSSEHV promulgate?
3. What is the meaning of the word "Educare"?
4. How does the image of God reveal itself in man?
5. List 5 differences between Education and Educare?
6. With reference to the quote by Sri Sathya Sai Baba, where does peace in the world begin?

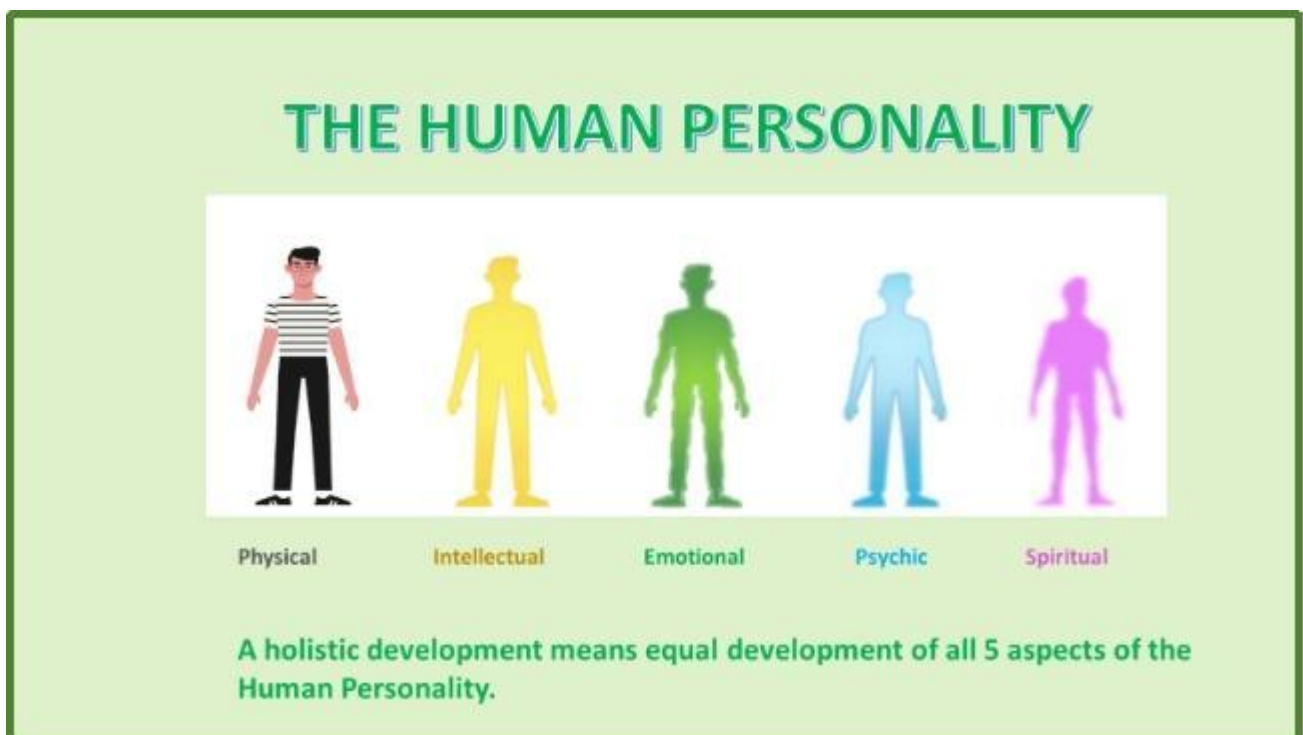
7. The example given in this article, illustrates how the interplay of MBA can produce selfishness. Explain how the proper use of the MBA can lead to SELFLESSNESS?
8. List 5 qualities of an Educarer?

The Five Aspects / Domains Of The Human Personality

There is an organic link between human values and the human personality. Mental happiness comes from peace, peace comes from love, love is linked with non-violence, non-violence is the outcome of righteous conduct, righteous conduct without truth cannot be thought of. Thus, the five values of love, peace, non-violence, righteous conduct and truth, representing five major facets of the human personality, are the petals of the same flower.

-Sathya Sai Baba

The Sri Sathya Sai Education in Human Values (SSSEHV) Programme identifies five levels or aspects of the personality. These five aspects are linked to the Five Cardinal Human Values and their sub-values as well as to the Five Elements which are the building blocks of all of creation. The SSSEHV programme offers Five Transformation Techniques OR teaching methodologies which help to develop these five aspects of the human personality, thereby facilitating the holistic development of the student/learner/spiritual aspirant. The five aspects of Human Personality are: The Intellect, The Physical Aspect, The Emotional Aspect, The Psychic Aspect (Psyche) and The Spiritual Aspect.



Intellect

Great emphasis has traditionally been put on the intellectual development of students. It is the intellect that enables one to analyse and determine what is right and what is wrong, what is lasting and what is ephemeral. The power of discrimination is sharpened at the level of the intellect. It is within this aspect of the personality that the powers of memory and intuition are uncovered. When this is accomplished, the individual will have developed the tools to know and manifest the value of Truth. The sub-values of Truth such as discrimination, intuition, the quest for knowledge, self-analysis and sense control all manifest themselves through refinement in the development of the Intellect. Truth helps to see the oneness in creation, the Brotherhood of Man under the Fatherhood of God, to see that the same divinity is resident in all. The question "WHO AM I" leading to the answer "I AM I" or "THAT I AM" expresses itself through the Intellect.

The Intellect is associated with the element Earth which signifies nurturing, fertility and abundance. Earth is made up of all 5 elements and has the attributes of the senses: taste, smell, form, touch and sound. Sense control sharpens the Intellect.

The transformation technique that is used to help the development of the Intellect is Prayer. Prayer is a conversation with God. It is an acceptance of the truth of a higher power of consciousness within and of a higher power which guides the universe. Acceptance is the starting point for transformation.

Physical

All beings have bodies composed of the same physical elements. However, the Physical means not only the development of a healthy and strong body, well coordinated and ready to perform the tasks necessary for living, but also the development of habits and mechanisms for control and discipline. When the will directs desires, the development of proper habits becomes the touchstone on the basis of which good life decisions are made. Self-help skills related to self-reliance; social skills related to conduct in school and community; and ethical skills related to sharing, consistency and integrity are noted in this physical domain, which corresponds to the value of Right Action.

Right Conduct is associated with the element of Fire. Fire can be destructive, creative and regenerative. It is within the realm of the Physical aspect of the personality that old habits are destroyed, the platform for "the new you" manifests itself and new habits and mechanisms for control and discipline are born.

Group Activities is the transformation technique recommended for the Physical Aspect of the Human Personality. Group Activities promote sub-values of Right Conduct such as social skills, self-reliance, sharing, leadership, confidence, helpfulness etc.

Emotional

The emotional level describes the proper utilization of the sense organs. The emotions need to be understood and harnessed in order to be a proper instrument for individual and social well being. When one experiences emotional equilibrium the value of Peace is experienced. This includes not only Peace within oneself but the fostering of Peace among all.

The Emotional Aspect of the Human Personality is associated with the element of Water, which is known for its cool, calming and purifying effects. Calm, contentment, inner silence, focus and happiness are sub-values associated with Peace and these express themselves in a highly developed Emotional Aspect of the personality.

Therefore, the Emotional Aspect of the Human Personality is associated with the Transformation Technique of Silent Sitting and Meditation.

Psychic

Broadly speaking, the psyche refers to the higher mind, the higher consciousness or the affective aspects of the Human Personality such as feelings and attitudes. Compassion, forgiveness, joy, tolerance and devotion are some of the sub-values which manifest with the psychic aspect of the human personality. The psyche is that aspect of the human personality that is the fountainhead of love.

Therefore the Psychic Aspect of the Human Personality is associated with the value of Love. Love is not an emotion. It is an energy that flows like the sun from one to another. It does not refer to emotional relationships. As the universe expands, the vibration of the Love energy is also expanding.

The Psyche is associated with the element of Space. The first element to manifest itself during the process of creation was Space and this space was filled with Love. Therefore, Love and Space go together.

Group Singing is a powerful Transformation Technique for the development of the Psychic Aspect of the personality. Group Singing promotes rhythm, harmony and devotion which helps one to synchronise with the rhythmic vibrations in the universe. Harmony promotes love for man and environment and devotion promotes love for God.

Spiritual

Spirituality consists of orienting values, meaning, and convictions that guide daily life. It provides a centre or foundation which can direct the manner in which we live our lives. Being a spiritual person is synonymous with being a person whose highest priority is to be loving to yourself and others. A spiritual person cares about people, animals and the planet.

A spiritual person knows that we are all One, and consciously attempts to honour this Oneness. As atomic physics shows, we have a direct relationship with everything in the Universe – air, water, fire, earth, space and the combination of these things. When we understand this basic reality, the result is the value of Non-Violence.

Storytelling is the Transformation Technique that is used to develop the Spiritual Aspect of the Human Personality. Stories are a powerful tool to demonstrate and are a means to help students/learners/family members to unfold sub-values such as concern for all life, consideration, social justice, national awareness and universal love.

The Spiritual Aspect of the Human Personality is associated with the element of Air. Air signifies new life, the power of the mind and communication (sound travels through air). Air is the life force. Every breath we take throughout our lives has the potential to take us closer to our true identity which is the soul. Proper breath control is the foundation for silencing the mind and decreasing our thoughts. Spiritual literature reminds us that it is only in the depths of silence that the voice of God can be heard.

“Taken together these five aspects encompass a full vision of human potential. This includes fulfilment of the quest of the intellect for Truth; channelling of the will into satisfying expression through Right Action; the resolution of conflicts of human emotions and interactions in the achievement of inner and outer Peace; the expansion of the heart in the flow of Love; and the realization of perfect sympathy for all creation through Nonviolence.”

-Sathya Sai Baba

The table below summarises the link between the five aspects of the human personality, the five human values, the five elements and the five transformation techniques.

ASPECT OF THE HUMAN PERSONALITY	ASSOCIATED HUMAN VALUE	ASSOCIATED ELEMENT	PRESCRIBED TRANSFORMATION TECHNIQUE
Intellect	Truth	Earth	Prayer and Quotation
Physical	Right Conduct	Fire	Group Activity and Story Telling
Emotional	Peace	Water	Silence Sitting and Meditation
Psychic	Love	Space	Group Singing
Spiritual	Non-Violence	Air	Story Telling

QUESTIONS

1. What are the five aspects of the human personality?

2. Which aspect of the Human Personality develops discrimination?
3. The intellect is most associated with the value of _____.
4. List some of the sub-values that express themselves through the refinement of the Intellect.
5. The Physical Domain is associated with the value of _____ and the element of _____. It enhances skills such as _____.
6. The proper use of the sense organs relates to which aspect of the human personality?
7. Which transformation technique is recommended for the development of the Emotional Domain of the Human Personality?
8. What does the word “psyche” refer to?
9. Fill in the blanks:
10. The Physic Domain of the human personality is associated with the value of _____, the element of _____ and this domain is best developed through the transformation technique of _____.
11. Explain why the Spiritual aspect of the Human Personality is associated with the element of Air?

The Five Cardinal Human Values

Sri Sathya Sai Baba has said, Human values –Truth, Right Conduct, Peace, Love and Non-Violence are hidden in every human being. One cannot acquire them from outside; they have to be elicited from within. These five values are like life breaths of man. They are fundamental powers of human life. Our ancients realised that these five values are meant for the peace and prosperity of the world. Without understanding the significance of these values, one cannot understand humanness at all.

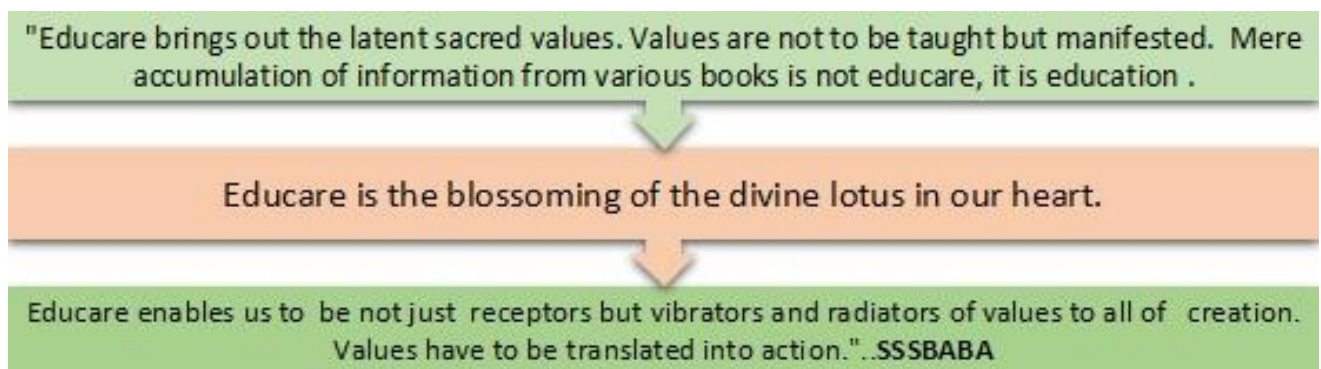
Introduction: Different combinations of atomic particles result in objects of different kinds like copper, gold or oxygen, which have varying utility and value. The value of sugar is its sweetness. Likewise, every object has its own value. The word value is derived from the root word ‘Valerie ‘meaning to be strong, to be of worth.’

What are Human Values? The factors that make an individual worthier and more joyful are called Human Values. Good character increases the value of a person. Human values are like valves in our personalities. Human values are the positive, desirable qualities of character – such as honesty, integrity, tolerance, responsibility, compassion, altruism, justice and respect inherent in all human beings. When a value is operational in our being it is acting like a safeguard. Each value is a safety valve just like the valves in our heart. They operate to protect us from thoughts, words and actions that will be destructive to us when we are faced with a crisis or conflict situation. Human values are fundamental to human existence and span across cultures, nationalities and classes.

Human values cultivate an environment of trust, transparency, caring, respect, co-operation, quality and excellence. They are internal motivators for people to do their best in line with good character.

The five fundamental human values are attributes of the Divinity within each being. The divinity within each being is universal and the fundamental human values are also universal and fundamental. The understanding and practice of these values in our day-to-day life leads to deeper understanding and experience of the divine in us.

Sri Sathya Sai Baba says that Truth, Right Conduct, Peace, Love and Non-Violence are fundamental and eternal values in-built into each and every one of us, even as we are sent forth into this world to start our journey through life. The values encoded into us are, in fact, the seal of Divinity latent within us.



Truth

The life principle in each one of us is Truth. This life principle is identified as the 'Human Soul' which in turn is the resident divinity in each individual. It is this Truth which is the basis of everything, and with the power of which the heart beats, the lungs breathe and the system functions. The role of the human intellect is to find out the truth and operate in accordance with it. Truth is the essence of all religions and the distinguished hallmark of glory and grandeur of human civilization. When one realises and experiences this truth, one sees that the same truth pervades every person and object and in essence we are one.

Truth is experienced at three levels of hierarchy.

The lowest level of truth is perceptual truth which we verify with the help of our senses e.g. 'fire burns'. The truth of sense perception varies according to time, location, need etc. Moreover, as a value, the truth of sense perception does not provide the whole truth.

The second level of truth is inferential truth, at which we arrive by inferring a number of similar happenings in the past, such as 'man is mortal', or all crows are black. We base this statement on the strength of our observation of those around us and extend it to arrive at a general conclusion, even though we may not have seen every human being in this world dying. It is also about things that remain true through Creation, that is, from the beginning to the end of the Universe, this is referred to as Truth .

The highest level of truth is Absolute or the Eternal Truth. It is the essence or the life principle within each one of us. It is called by various names, such as the soul, Atma, Pure Consciousness and Divinity within. It is eternal and indivisible and permeates the whole universe. This truth is experienced through intuition and memory. When one realises and experiences this truth, one sees the same truth pervades every other person and object. This is the basis of 'Brotherhood of man and Fatherhood of God'. When the mind rids itself of all earthly and sensuous desires and becomes one-pointed on the contemplation upon Truth, it rises to a higher level of consciousness and intuitive perception, and will apprehend the Truth, that is the unchanging and eternal Reality, remaining the same in the Past, the Present and the Future, the Self, the God, the Spirit, and the Supreme Consciousness

Truthfulness in speech is an indispensable ethical discipline for purification of the mind. It is also a social obligation and necessity. Untruthfulness corrupts the mind and destroys its tranquillity and pollutes the environment and harms society.

Truthfulness is the primary as well as the foremost tenet – So truthfulness is the basic value in life. You should restrict your talk to the barest minimum. When you talk too much, you may stray away from Truth. That is why the ancients practised "less talk, more work". Love is the most essential undercurrent of your talk and work. Speaking with love is Truth and doing work with love is Righteousness. Simply because a statement will please the listener, don't speak it out to win the person's approval; if speaking the truth will cause grief or pain, then maintain silence." This is the vow of truth in ordinary daily life.

Right Conduct

"Righteousness is that which sustains, saves and sanctifies. It is the adherence to the Universal moral law – "Do unto others what you wish others to do unto you." (Sri Sathya Sai Baba). Righteous Conduct is the moral path, the moral path is the light, and the light is Peace. It is characterized by holiness, peace, truth and fortitude. Righteous Conduct is union with God; it is Truth, its attributes are justice, sense control, love, dignity, goodness, meditation, sympathy and non-violence. Righteousness implies harmony in thought, word and deed. The unity of body, speech and mind promotes purity and sacredness in man.

It is the Divine Law of the universe and is the foundation for the functioning of the universe, all living organisms and above all for the welfare of humanity. It is the Divine Justice that upholds the truth and order in the universe. All scientific laws and principles, as well as the socio-moral norms and details are included in it.

Truth in action is Righteous Conduct. The action takes place on the physical domain and behind each action there is a thought. If this thought derives its sustenance from the human will, as opposed to human desire, the resultant action will be righteous.

What is of significance here is to understand the distinction between 'Will and 'Desire. 'Will is that component of human resolve, which motivates and inspires him to act in accordance

with the Truth. Different from this is the desire that prompts action. More often than not this desire springs from some wrong assumption or misbelief. The injunction “Do Good, Be Good, See Good” captures the essence and the intent of this value.

Right Conduct is “the disciplining of the human will for doing the right action always.” Right conduct is to be achieved through unerring exercise of the human will. Right conduct is an indispensable component of a well-integrated personality. It is the confirmation of human will and its doing, (abidance) in right action.

Right Conduct encompasses all duties and obligations of man-physical, moral, social, religious and spiritual. It regulates all the activities of man from dawn to dusk, from birth to death.

Sri Sathya Sai’s “Ceiling on Desires ‘programme can easily be applied to the expression of Righteousness. Placing a ceiling on one’s desires involves the making of a conscious and sustained effort not to waste food, water, time, energy and money.

In essence, Righteousness implies right moral conduct, which will be conducive to one’s own well-being, as well as the well-being of all. Righteousness is that which sustains and upholds the whole universe, it is that which keeps up the law and harmony in the creation. Everyone is but a link in the chain of creation, and, just as each link needs to be in a sound condition for the sound functioning of the chain, so also, each one’s conduct should be perfect for the perfect condition and the orderly functioning of the universe. Besides the virtuous and righteous way of living, we should have a regular and constant dedication of all activity as worship of the Lord. Thus there should be a spiritual orientation in addition to the moral basis in whatever we do in our life.

Truth and Righteousness are the two pillars on which the mansion of human life rests. Righteousness is the practical application in real life of the ideal of Truth i.e. to put into action your words is Right Action. For all these Love is primary. Love in action is righteousness.

Peace

Peace is a state of bliss, mental equipoise, a state of stillness of thought and a controlled state of all the fluctuations of the mind. Only through an enlightened mind (intellect) can the most sublime peace be attained and enjoyed. This higher state of peace is bliss.

Peace cannot be found in the material world. Peace requires the capacity for introspection and self-awareness which enables one to become mindful of his or her thoughts, words and deeds. When self-awareness becomes a habit, the individual begins to monitor and modify the habitual patterns of thought that obstruct the Peace within.

Peace is associated with the emotional level of the human personality. A mind free of desires gets back to the state of peace. Cultivation of forbearance, taking joys and sorrows

in an equal stride without letting them affect the mental poise, cultivation of unwavering faith in the power of the Spirit and in the saving power of the Providence, cultivation of more and more detachment from the world and attachment to the Lord, and daily contemplation and meditation on Him – all these will certainly help one to attain the highest peace. Quieting the mind and opening the heart are essential for acquiring Peace. A quiet mind requires the application of discipline to take the time to look inward and experience peace within – the state of ‘power packed stillness ‘.

Love in thought is peace. When man thinks, speaks, and acts along virtuous lines, his conscience will be clear, and he will have inner peace. Knowledge is power, it is said; but virtue is peace.

Love

The Human Value of Love may be best expressed as an energy permeating all of life. The psychic domain of the human personality is the source of Love. Love is the awakening of the Soul and the blossoming and expansion of the heart and spontaneous outpouring of love towards all. Love is the expression of the divine within each individual and is the power of the soul.

God is an embodiment of love and in every aspect of his creation Love manifests itself in various forms, compassion, kindness, mercy, caring, empathy, reverence, social service, patriotism, love for the whole world and devotion to God. Love is not passive but active and it grows as Sri Sathya Sai Baba would say, ‘by giving and forgiving’. Love is life’s spiritual integer.

Jesus Christ said” Love thy neighbour as thyself”. Love Begets Love if it is unconditional. It manifests itself through service to man ‘which is service to God’. Love is the foundation of the other four values. It results from intuitive awareness and perception of the Divine as abiding in all. Love perceives a spirit of identity and non-distinction of oneself with others. It is the realisation of the truth and feeling of brotherhood of all men and the kinship of all life, arising in one’s own heart which has been cultured with constant love for God.

Love in Thought is Truth.

Love in Action is Right Conduct.

Love in Feeling is Peace.

Love in Understanding is Non-violence

Non – Violence

Non-Violence is universal Love that goes beyond our relationship with our fellow human beings and embraces all living and non-living things. It is non-injury to humans or any form of living being in thought, word or deed.

Non-Violence is the result of the total blossoming of the soul and the state of the oneness and unity of all existence. It is a state and sense of feeling of total identity with all life and

creation. It is the spiritual domain of existence. It results from spiritual awareness; it is a quality and attribute of the awakened Soul. It sees but one God everywhere, inherent in all beings and in every bit of creation. Such an awakened Soul begins to feel that anybody's or any being's happiness and unhappiness verily as its own. Such a person feels no distinction at all between oneself and others. It is pure and impersonal love flowing from the Spirit.

Love + Understanding = Non-violence

The value of Non-violence takes us on a voyage from 'I' to 'We' realising that we are part of a big family. It is the zenith of human achievement and perfection.

While the other four values are mostly subjective in their implications, stressing the individual's own responses at different levels of his personality in relation to another individual or a few individuals at the most, Non-Violence refers to one's social obligation and general attitude towards the entire world and all beings. It is all-expansive and all-encompassing love – love enfolding in its embrace all beings, without least distinction. Non –Violence is to be practised not only towards others but towards oneself also. Sri Satya Sai has said, "Help Ever. Hurt Never".

The Five Human Values And Their Sub-Values

Truth (Love In Speech)	Right Conduct (Love In Action)	Peace (Love In Thought)	Love	Non-Violence (Love In Understanding)
Consciousness, Creativity, Curiosity, Discrimination, Equality, Honesty, Integrity Intuition, Natural Environment, Optimism, Quest For Knowledge, Reason, Self-Analysis, Self-Knowledge,	Cleanliness, Contentment, Courage, Dependability, Duty, Ethics, Gratitude, Goals, Good Behaviour, Healthy Living, Helpfulness, Initiative, Leadership, Perseverance, Time Management,	Attention, Calm, Concentration, Contentment, Dignity, Discipline, Endurance, Focus, Happiness, Honesty, Humility, Inner Silence, Reflection, Satisfaction, Self-Acceptance, Self-Confidence,	Bliss, Caring, Compassion, Dedication, Devotion, Empathy, Friendship, Forgiveness, Generosity, Helping, Human Dignity, Inner Happiness, Joy, Kindness,	Appreciation Of Other Cultures And Religions, Brotherhood, Ceiling On Desires, Citizenship, Compassion, Concern For All Life, Consideration, Co-Operation, Forgiveness, Global Awareness, Good Manners,

Self-Worth, Sense Control, Spirit Of Inquiry, Synthesis, Truthfulness, Unity In Thought, Word And Deed, Unity In Diversity (21)	Resourcefulness, Respect, Responsibility, Sacrifice, Self-Sufficiency, Self-Confidence, Simplicity (22)	Self-Control, Self-Discipline, Self-Respect, Understanding, Care For Environment, National Responsibility (22)	Patience, Purity, Sharing, Sincerity, Sympathy, Tolerance, Wisdom (21)	Inclusiveness, Loyalty, National Awareness, Recycling, Respect For Property, Service To Other, Social Justice, Sustainable Growth, Universal Love, Unwilling To Hurt (22)
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QUESTIONS

- Which one of the following statements is not true of Human Values?
 - Human Values can be taught
 - Human Values are elicited
 - Human Values are positive, desirable qualities of character
 - Human Values are attributes of the Divinity within each person
- Love in Action is _____
 - Peace
 - Truth
 - Right Conduct
 - Non-Violence
- The Value of _____ is identified as the life principle of the Human Soul.
 - Love
 - Truth
 - Non-Violence
 - Peace

4. What are the three levels of TRUTH?
5. What is the difference between “Will” and “Desire”?
6. What is PEACE? (answer in one sentence)
7. Is the following statement, wholly, correct? Explain your answer.

“Non – Violence means living in Harmony with your fellow human beings”

Transformation / Teaching Technique - Silent Sitting

It is said that silence is the most effective form of communication for it enables the individual to communicate with his/her own inner self. It is only in moments of silence that one can reflect upon one’s conduct and seek scope for improvement. It is only in silence that the intuitive flashes of excellence are seen and experienced and problems are solved. This form of tuning in is the force behind genius and it imparts a new dimension of depth to the human personality.

“It is only in the depths of silence that the voice of God can be heard”

What Is Silent Sitting

Process of tuning in. Brings inner consciousness to the forefront. We install divinity as the guiding force in life so that, through the intellect, we can manage and monitor the vagaries of the mind and purify our thoughts. If the quality of thoughts is good, the quality of the mind will also be good. Thus the process of tuning in helps with character development.

Why Silent Sitting?

- Silent sitting provides an opportunity to sit quietly and let your mind be at peace for a minute or two, thus allowing you to tune in to your inner resources. We accumulate 80000 thoughts per day. Silent sitting can help us reduce this number considerably.
- Silent sitting reduces the amount of energy dissipated. We use up a lot of energy thinking. Concentrated and focused thinking will improve efficiency and deeper understanding just as a lens focuses the light to a point and sharpens the image.
- Silent sitting is a process of reversing the trend of uncontrolled thoughts flowing out of our minds without a break. It takes us on an inward journey to a point of few thoughts and superior concentration.
- If our mind is constantly agitated and troubled due to worldly desires & attachments, it would not be possible to go deep within to see the divinity reflected in the pool of consciousness. Silent sitting helps to calm the ‘monkey’ mind.



Preparing For Silent Sitting

Silent Sitting can be introduced in various ways. Examples of these can include:

- Relaxation: Alternately tensing and relaxing different parts of the body while being aware of your breathing e.g. tense shoulders, arms, toes etc. and relax.
- Self – awareness through listening to different sounds e.g. of nature like the patter of rain. These have a very calming effect on us.
- Self – awareness through becoming aware of one’s breathing

Components of Silent Sitting

- **Posture:** Sit in a comfortable position with the spine straight, neck upright, without tensing or straining any muscles. Keep the body still and silent.
- **Seating:** Sit on a special mat/piece of cloth/cushion that you use for prayers. This acts as an insulation for not earthing the body currents. Sit straight because, “when the body is straight and quiet, the mind is also straight and quiet.
- **Eyes:** Look at the flame, breathe in and out slowly and rhythmically. Very gently close the eyes (don’t squeeze tightly).
- **Hands:** Relax the hands in one of two ways: (a) place hands in lap, with one palm on top of the other with thumbs touching at the tips or (b) rest your arms on your knees with the palms facing upward and the fingers in chin-mudra posture (thumb and index finger joined at the ends and the other 3 fingers of both hands apart.)
- **Time and Place:** For meditation to be most effective it must be performed at a fixed time and place regularly. Ideal time is between 3 and 6 am every morning. Recommended time is before dawn (‘auspicious time is 4:30-5:15 AM’ [Sathya Sai Speaks VI, ‘Eyelids & The Pupil’]. Sri Sathya Sai Baba also recommends a few minutes of meditation in the evening after dusk.
- **Object of Concentration:**
Use a flame because it is imperishable and does not change. For the younger children use an object, picture, idol or an idea.
Sri Sathya Sai Baba told the students that you have to look at any object –flame, idol, or picture for 12 seconds with total concentration and without blinking eyelids. This is

concentration (dharana). Twelve dharana concentrations make one meditation (dhyana). This means that meditation should last for $12 \times 12 = 144$ seconds. Thus, proper meditation need not last more than 2 minutes 24 secs.

Forms of Silent Sitting

- **Soham Mantra**

The practice of Sohum Mantra before a silent sitting session will greatly enhance peace, cheerfulness and tranquillity. We breathe in with the sound 'So' and breathe out with the sound 'Hum'. The meaning of SOHUM is I AM THAT, thus we contemplate our oneness with the supreme principle while practising the Sohum mantra. Universal consciousness becomes the Prana, vital life force, within us and then through the mantra, it powers the breathing process within the human body. Initially children can repeat the syllables along with their breathing, maintaining and becoming aware of the rhythmic breathing. Soon they will begin to hear the sound naturally. To regulate the breath for Sohum session, keep "the tip of the tongue gently on the rear of the teeth." [Sathya Sai Speaks XI, "Bhakti, Stage by Stage"]

Silent Sitting is the most effective form of communication because we are communicating with our inner self. Before sleep we could reflect upon our conduct during the day and seek scope for improvement.

- **Yogic Breathing**

(Alternate Nostril Breathing) - soothes the nervous system, calms the mind and balances left and right hemispheres of the brain.

- **Jyothi or Light Meditation**

(focusing on the light and taking it within- very effective as light has a spiritual significance and symbolises wisdom. Going from darkness to light (Thamaso ma Jyothirgamaya) is like going from ignorance to knowledge.

An actual flame (Jyothi) of a candle or a lamp should be used; it should be kept with a steady flame, just above the level of the eye and visible to all those present. Eventually children must be able to imagine the flame reflected on their inner eye when eyes are closed and when a flame is not present.

- **Rhythmic Breathing**

Inhale to count of 6, hold for 3s, exhale to the count of 6, hold for 3s; repeat) - helps to sleep easily, develops lung capacity, calming the mind and nervous system. Reduce duration for young children.

- **Guided Visualisation**

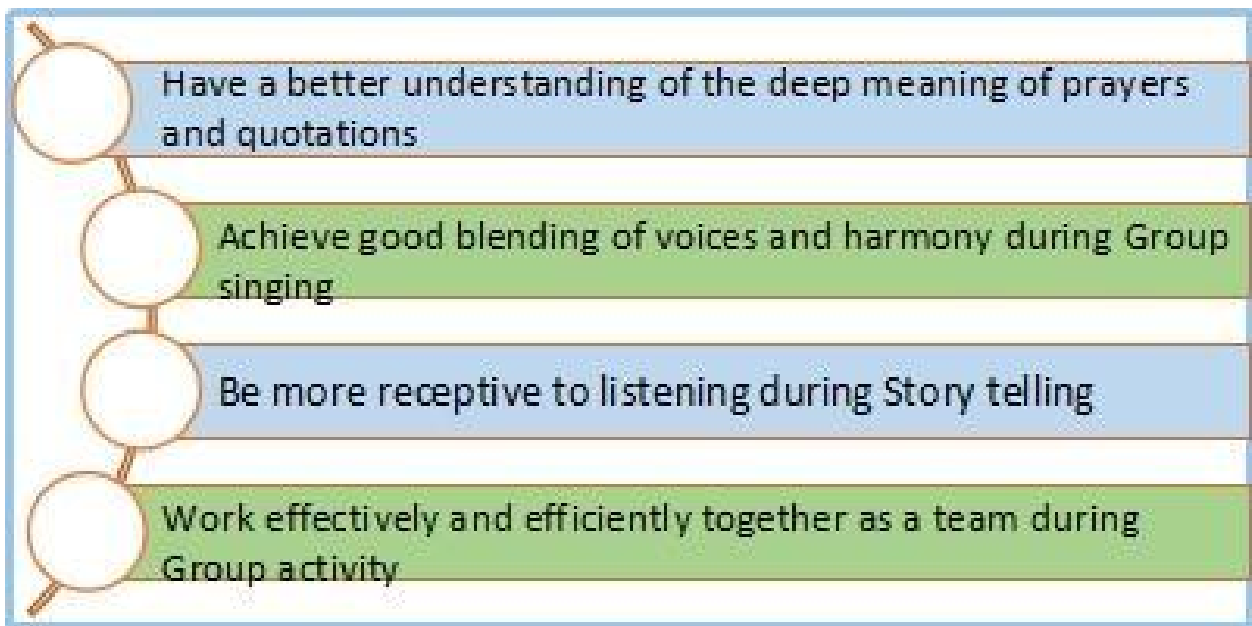
Is a process of extending the imagination while simultaneously taking the child through a narrative to a place of peace and happiness which elevates the consciousness. Guided visualization is one form of meditation, which is used for children of pre-primary and primary classes. The teacher may show an object or the picture and guide the children to imagine by focusing inward. This is also known as “conducted tour” or “silent sitting” of the thoughts of children by making them think, showing a picture or imagination. Sometimes, soft instrumental music can be played in the background to heighten the effectiveness e.g. Sounds of Nature, flute music etc.

This spectrum of imagination could include all such things, but children love and admire, for example, space, clouds, a beautiful flower, Green Mountain, Calm Ocean, sunrise, moonrise, dusk, garden, forest, park, river etc. However the mechanics of silent sitting largely depends upon the age groups of the students. This kind of stimulation helps the children between 4 years and 9 years. Ideal for smaller children who are restless. Session must not be too long, and the narrative must bring the children back to reality as soon as possible.

Benefits of Silent Sitting

- Calms and relaxes state of Mind and improves memory
- Increases focus, attention and concentration
- Restores one's equilibrium in a busy day
- Brings about the experience of Peace and Tranquillity
- Increases the level of intuition, sharpens intellect
- Increases self-confidence and good feelings towards others
- Dilates time
- Develops creativity
- Promote positive images and feelings that can be elicited from within without any other aid.

SILENCING THE MIND is the most important technique which supersedes all of the 4 other transformation techniques, because when the mind is silenced, one is able to:



Application in Daily Life: Remind children that silent Sitting can be done in the morning; before writing an exam paper and before going to bed when they pray.

The greatest advantage of silent sitting is an immediate increase in individual productivity, in mental capacity to accomplish things and a sure passport to success, joy, self-confidence.

Application of Silent Sitting

Silent Sitting can be used as an effective transformation technique at home, in the workplace, at schools and other education institutions, in the community, at Forum meetings, Residents Association meetings etc.

At schools, it is an extremely effective technique to build concentration, improve memory and create an inner calm thereby helping learners to cope with the stresses and anxieties they experience as a result of domestic violence, poverty, abuse and so on.

Children need to have time to just sit and get into contact with their inner selves if they are to be able to improve their concentration and maintain balanced physical, mental, emotional and spiritual health. Silent sitting can be a useful strategy to settle them down when they are restless or when they have come back into class after recess or lunch breaks. You can ask them just to sit quietly on their chairs, or sometimes allow them to lie on the floor and close their eyes. In our experience we have found that the first few times we ask children to do this they are inclined to be a bit self-conscious and to make silly noises or try to distract their neighbours. After doing it a few times, however, most children settle into the routine and often even ask for it if they are feeling the need to settle down or relax.

If you want to, you can give them some guidance by asking them to focus on slow, steady breathing or even to visualise a silver-white light moving steadily through their bodies, bringing relaxation and positive thoughts wherever it touches.

Children only need to practise silent sitting and inner listening for a few minutes each day to be able to experience its benefits. Five or ten minutes is usually quite enough.

Most children appreciate the opportunity to listen to their own inner silence for a while. If they do not find this easy to do, you can help them by playing some soft music that will give them a focal point. In time they will experience the sense of inner calmness and the music will not be as important.

Below are some ideas on how Silent Sitting can be applied in different situations. The ideal is to have some soft music playing in the background while doing the silent sitting exercise, preferably classical music, chants, devotional music, recitation of verses from scripture etc. **DO NOT PLAY MUSIC THAT WOULD DISTRACT PARTICIPANTS FROM THE TUNING IN EXERCISE** e.g. familiar pop music, harsh heavy metal and so on.

Always begin all silent sitting with some rhythmic breathing exercise. ensure that a universal approach is used where the group is heterogenous.

Home	<p>Start the day with Silent Sitting for at least five minutes. End the Day with Silent Sitting before going to bed</p> <p>Children can practice a few minutes of silence with breathing exercises before starting homework or study sessions</p> <p>Create positive energy in the home by playing soft classical music, devotional songs, religious chants etc. These make conditions more conducive for silent sitting and tuning in.</p>
School	<p>Start the day with a silent sitting session in class.</p> <p>Do a one minute deep breathing exercise followed by 2-3 minutes of silence/tuning in at the start of every lesson.</p> <p>Do a session of silent sitting when learners return to class from lunch breaks</p> <p>End the school day with two minutes of silent sitting before learners leave for home.</p> <p>Start staff meetings, workshops, parent meetings etc with silent sitting</p> <p>Staff can practice silent sitting as a group before the start of the school day. This helps them to tune in and get rid of some of the personal baggage they may come to school with.</p>
Work	<p>Employers and Employees can begin the workday with a group silent sitting exercise. This helps to reorientate participants from a home to a work environment. Encourage individual silent sitting exercises if group sessions cannot be done.</p>

	Begin meetings, workshops, team building sessions, conflict management sessions, disciplinary meetings etc. with Silent Sitting.
Community	Begin all community, Residents Associations, Safety and Security Forum meetings etc with silent sitting.

“Silence is not a matter of resolve. It is always there. Silence is the constant, endless flow of pure God into you, while in the world. Start early, drive slowly, reach safely.”

Sri Sathya Sai Baba

QUESTIONS

1. What is Silent Sitting?
2. List FOUR benefits of Silent Sitting?
3. State THREE ways in which you could prepare a group of participants for a Silent Sitting session.
4. What are the different types of Silent Sitting?
5. Choose one of the following settings: HOME, SCHOOL, WORK, COMMUNITY.
 - a) Stated what type of Silent Sitting you would choose for this setting and why?
 - b) Explain how and when you would use Silent Sitting in your chosen setting.?

Creation

Whatever your cultural, religious or spiritual background, there is no doubt that some infinite intelligence gave rise to this amazing creation that we are all part of.

In the words of the oldest scriptures known to man, the VEDAS: In the beginning, the word was Brahman, and the word became creation. "In the beginning, my dear, this [universe] was Being (Sat) alone, one only without a second." (Chandayoga Upanishad 6.2.1 and also Aitareya Upanishad 1.1.1) "All this that we see in the world is Brahman. (God)

The BIBLE states that in the beginning was the word, and the word was with GOD, and the WORD became flesh. [John 1:1-3](#) in the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through him, and without him was not anything made that was made.

The QUR'AN states that ALLAH created the heavens and the Earth, and all that is between them in six days (7:54). (Other than Allah, there is nothing) (Out of Him is born everything)

The Big Bang Theory: The Big Bang marks the instant at which the universe began, when space and time came into existence; all matter in the cosmos started to expand and formed neutral atoms of which radiation was the pervasive energy. Then the galaxies and the solar system were formed. Science has discovered that 'universe is awash with a humming sound' and the theory is that it is the continuing reverberation of the original creative force – The Big Bang Theory

Creation – A Projection Of The Divine

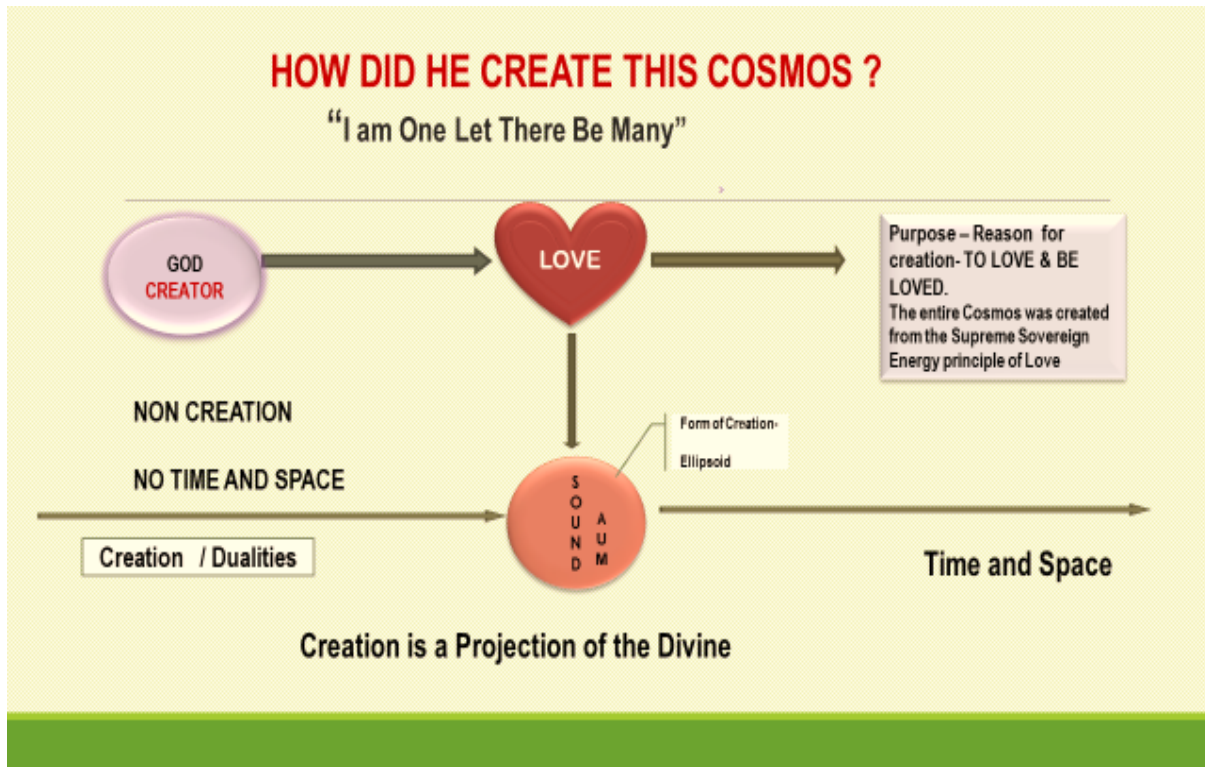
“For the entire Creation, God is the seed. Out of the seed, out of God, qualities have originated. The seed grows into a sapling. The various stages of blossoming –the sapling, thorns, leaves, flowers and fruits- lie in the seed”.

Sri Sathya Sai Baba

The Cosmos manifested through the will of God. In the beginning, there was pure Consciousness pervading the Void. From this Void, Consciousness declared, “I am One. Let there be many”. Arose the creative impulses. The Big Bang, so to speak began. GOD wanted to Love and be loved, so He created. Love was the first cause. It is this Unconditional Love that is the core of everything in creation. It is the glue that holds all atoms together, keeps the planets in their orbit, and attracts one person to another

How Did He Create?

In order to create anything on Earth, we need a blueprint or a master plan, and rules. When God created the universe, he required the same. The name given to the master plan is Cosmic Intelligence. In the case of creation, two fundamentals were Sound and Form. When the unmanifest God decided to create the thing that emanated was Sound -the Primordial sound, which gave rise to Creation. The sound is still vibrating in all creation. We can experience this energy.



All other dualities manifested themselves e.g., pleasure–pain; gain–loss; light–darkness; right–wrong; heat–cold; victory–defeat. One of the purposes of Educare is to teach us how to accomplish a constant balance of these dualities, and to make us understand that these pairs of opposites are the obverse and reverse of the same coin, e.g.

- The interval between two pleasures is pain
- The pain is the natural follow up of pleasure, its opposite

The Process Of Creation

ENERGY PRINCIPLE - All pervasive/The Primordial Energy - Unleashed 3 forces-characteristics/Qualities (Gunas) into the universe.

RADIATION	VIBRATION	MATERIALISATION
Balance / Unifying Light balances activities – Beauty of Nature	Dynamic Activity Lightning storms Manifestation of fire, volcanic activity, heat	Inertia Material objects Rocks , unmoving objects

Consciousness Permeates All Creation:

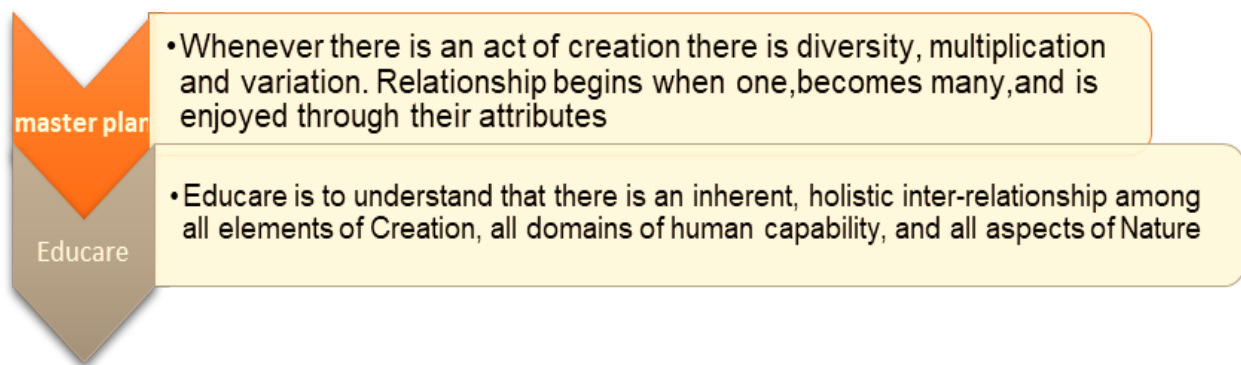
As man is part of Nature the 3 forces i.e., Balance, Dynamic activity and Inertia manifested as human characteristics. Both dynamic activity and inertia have positive and negative elements. E.g., a dynamic person full of motivation and activity is motivated by positive

energy (i.e., tempered by balance). The negative aspect manifests as anger, violence, hatred, lust etc. Everything in the Universe - arising from Nature contains these 3 primordial energies/ characteristics.

Master Plan Began To Unfold.

Through a force of fusion by permutation and integration of the three elemental forces of radiation, vibration and materialization we have the process of creation. The entire Cosmos was created from the All-Pervasive Supreme Energy principle/Infinite Intelligence and Consciousness.

Inter-relationship –Creation and Elements



Elements And The How The Human Form Was Created

Creation –Involution. From the subtlest Space to the gross Earth, the entire universe evolved, exhibiting the basic Truth of Unity and Divinity in Diversity.

Elements and the 5 human Values. The entire creation is a Divine Rainbow of the 5 elements of Nature. This is God's gift of love. These 5 elements are the manifest or 'Visible Forms' of Pure Consciousness, which itself is Invisible.

The Word /Sound gave rise to the five subtle elements... From the minutest atom to the vast Universe. Consciousness exists in every cell of the body and in the 5 Elements – Space, Air, Fire, Water and Earth. The elements arose out of the primordial sound. The five elements were created in succession, first came subtle Space, out of Space came subtle Air, out of Air came subtle Fire, out of Fire came subtle Water and out of Water, came subtle Earth.

THE 5 ELEMENTS AND THE 5 INHERENT HUMAN VALUES



The Cosmic Force Of Intelligence And Design Acting On The Five Subtle Elements

The Five Attributes

Every physical object in nature is a combination of the five elements: Space, Air, Fire, Water and Earth. They all have one or more of the five attributes of Sound, Touch Form, Taste and Smell. We have been given the sense organs of Ear, Skin, Sight (eyes), Tongue and Nose so that the entire nature can be enjoyed.

What is the relationship between the five elements and five senses? The 5 elements correspond progressively to the five sense perceptions as follows:

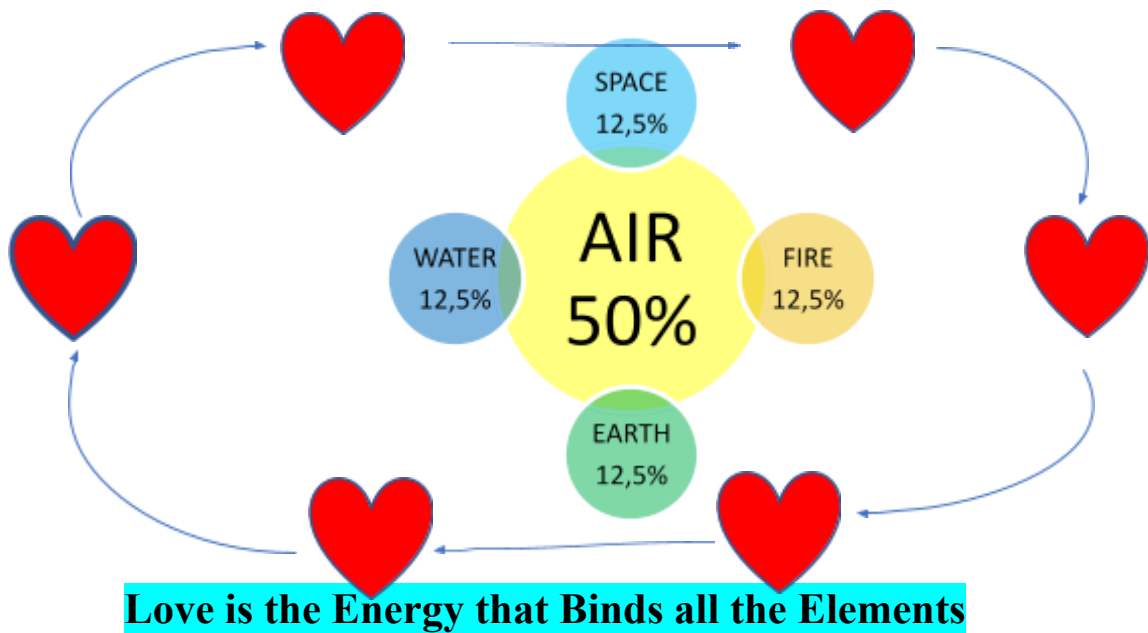
ELEMENT	ATTRIBUTE	
Space Or Ether Basis Of All Four Elements	Sound	Space is the origin of sound. Lighter than air, has unrestrained capacity to pervade and extends far beyond the earth. Though present everywhere, it cannot be seen. Sound is the sole characteristic of SPACE and wherever there is sound there space exists.
Air	Touch Sound	Wafts are more pervasive than fire. Air is present everywhere and is most essential for life. It carries the Life Force which is activated by Air and is saturated with it.

Fire	Form Sound Touch	Lighter than water, therefore capable of rising and spreading in all directions, including the vertical. Fire in a subtle aspect, is present in Space, Earth and even in water. Man has in his stomach the latent fire that digests food (digestive fire). Fire is latent in wood and stones also,
Water	Taste Sound Touch Form	Compared to the earth, water lacks smell; it therefore has one attribute less, making it both light and mobile – water can flow easily. WATER is present everywhere and life without water is impossible. It is responsible for the evolution of life. GOD exists in water in the form of consciousness.
Earth	Smell Form Sound Touch Taste	Earth has all the qualities of sound, touch, form, taste and smell. It is therefore finite. Moreover, the attributes together produce a binding effect that makes mobility difficult (one cannot move mountains, for example).

Principle Of Unity And Integration

Love is the energy that binds all 5 elements. The five elements are also interrelated by the principle of the five-fold integration, i.e. a given unit of each of these elements contains only half of its pure essence while the other half consists of one-eighth part of each of the other four elements e.g. the element of Air – Space, Fire, Water and Earth.

In relation to Human beings the process of permutation and combination, (Pancheekrita) makes man a mixture of 5 Elements, 5 Organs of perception, 5 organs of action & the Mind. This highlights the principle of unity and integration that exists in the entire Universe. This means the misuse of one element is misuse of all the elements and the correct use of one element is the correct use of all the elements.

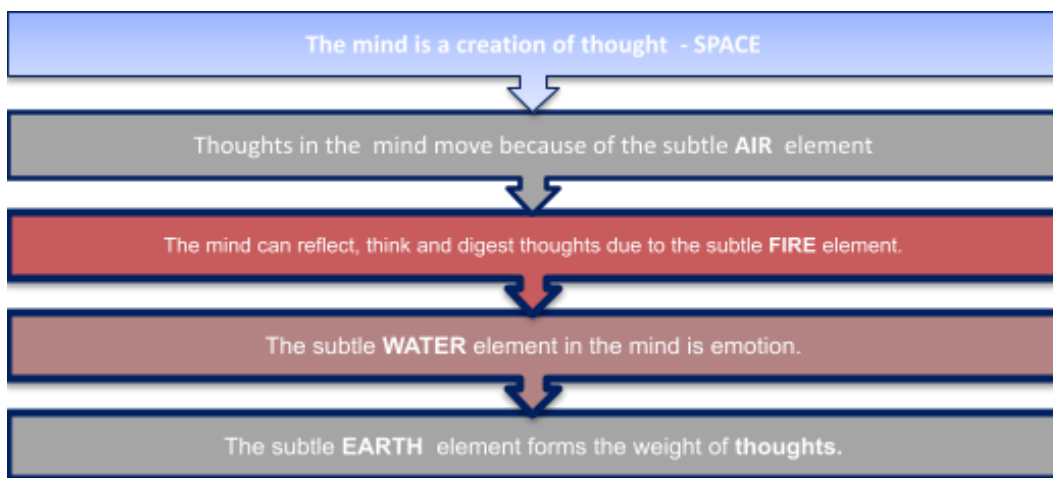


Inner Instrument/ Mind:

While each of the senses is limited functionally to its specific role, the inner instrument (intellect, mind, memory & ego) combines the functions of all five senses organs, because it is the cumulative product of all the elements. This has the capacity to experience all the perceptions of the five senses.

Five Elements And The Mind

The mind is a creation of God; therefore it consists of the 5 elements. The moment the five senses interact with the five attributes of nature; they create thoughts in the mind. Because of the senses the mind has attraction for a variety of persons and objects.



Sense Powers

5 Senses	5 Elements	Description
Sound	Space	Fascinates man through the EAR
Touch	Air	Draws the mind through itself through the Skin
Form / Sight	Fire	Form manipulates the mind in its favour
Taste	Water	Enslaves the mind through the Tongue
Smell	Earth	Attracts the mind through the Nose

The external object is not only perceived using the senses, but also absorbed into the human body in the form of energy. These five senses correspond with the five elements. How should the senses be used? The 5 elements relate to the 5 senses of perception in man and their attributes are sight, taste, touch, smell and hearing. Man must make proper use of these elements and sanctify his senses e.g.

- The tongue should be used to speak sweetly and softly to everyone. Speak the Truth. Don't repeat evil and painful words. Control over what you see, hear and speak will allow you to lead a happy meaningful life.
- Among the sense organs, three are most important: the eyes, ears and tongue. When you control your eyes and tongue, you can control the all the others
- The correct use of the 5 elements will lead to inner balance, which will lead to Divinity.

As an integral part of Nature man is happy and peaceful when he is in tune with Nature. Man alone can consciously transform his nature. Nature is an Ideal Role Model for Educare.

Eternal Values In Creation:

Sri Sathya Baba 's guide to man on the Universal Power of Love is that Love is a radiation that comes from the inner depths of the consciousness of man. The spark that comes out of Love is called Truth. So, man is the form or spark of the Divine. This is called conscience. The conscience is the real Truth. When Love is associated with thoughts, it becomes Truth.

1. SPACE – LOVE. God exists in ETHER in the form of sound. Hence, the link between space and love. A good way for man to express his Love would be through the medium of SOUND.
2. AIR – NON-VIOLENCE. GOD exists in AIR as the life force. The air that we breathe is vital to man's existence on EARTH. HENCE THE STRONG LINK WITH THE VALUE –

NON-VIOLENCE. Breathing can be used as a powerful tool to inculcate non-violent attributes. The breathing process, which consists of inhalation and exhalation, is symbolised by SOHAM.

3. FIRE - RIGHT ACTION. The element FIRE is latent and all pervasive. It is present in every living being as digestive fire (enzymes) and maintains the temperature of the human body. Man is a warm blooded creature: warmth promotes intellect and intuition. The fire of wisdom burns to ashes all that are foul and evil. Fire is the protector of RIGHT-ACTION and there is a strong link between fire and Right Action.
4. WATER - PEACE. The element WATER is present everywhere. GOD exists in water in the form of consciousness. Water is most sacred and vital for life, there is life giving force in it. Water is linked to the value of PEACE because of its calm, flowing, serene qualities. Peace can only be attained if we resonate at the divine levels of consciousness.
5. EARTH –TRUTH: The element EARTH has a divine power of attraction known as the ETERNAL TRUTH which holds all the objects of the EARTH together. GOD exists in the EARTH element in the form of Awareness. The Earth is able to support all beings on it because of its infinite power. Man needs to be aware of the ETERNAL TRUTH that everything on Earth is temporary and only the Divine is permanent. There is a strong link between the Earth element and the value of Truth.

QUESTIONS

1. What can you learn from the sea in terms of values?
2. How can you relate it to everyday life?
3. List the five attributes which have been given to creation in order that humanity can enjoy the creation?
4. As an integral part of nature, man is also a part of Creation. Explain this statement.
5. What is the interconnectivity between the five elements and five values?

GROUP ACTIVITY

Interconnection between human habitation and the environmental ecosystem

The aim of this activity is to introduce a game where participants will become more aware of the interconnectedness of all parts of the ecosystem within which they live and work

- Participants stand in a circle.
- One person is nominated as the SUN, the primary source of all energy in the whole ecosystem.
- Starting with the SUN and using a large ball of wool, participants will toss the ball to each other as they describe their connections with other parts of the ecosystem.
- For example, the SUN may start by saying, “I give energy to the forest trees.”
- Then, she tosses the ball to another person in the circle who then becomes the forest tree. In turn, the forest tree will toss the ball to someone else saying, “I give

- energy to the birds that eat my fruit.”
- This goes on and participants must hold on to the wool at the point where the ball is tossed to them then throw the remaining wool on. This will create a visual web.
 - As more parts of the ecosystem are identified, participants may choose to throw the ball back to a previous part of the ecosystem
 - For example, the person who plays the stream may say, “I am the stream that brings moisture to the forest trees.”

This game continues until a sense of the biodiversity and intricate connections that form the ecosystem is fairly understood.

The game may be extended by asking one person who holds a critical part of the ecosystem to let go of their part of the web. This will lead to the observation of the dependencies that exist within the ecosystem.

For example, asking the person who holds “the water that flows into the stream, because a dam has been built, which in turn directs the water away from the forest stream” will show the way so many parts of the ecosystem depend on each other.

The Inner Instrument - Mind

The Mind is a priceless possession. It is God’s gift to man. The mind is a very powerful instrument and is responsible either for man’s bondage or for his liberation. If the mind is allowed to run after the fulfillment of desires, man is bound to be born again and again till all the desires are fulfilled.

Mind is, therefore, the cause of our being bound to the cycle of births and deaths. If on the other hand, the mind is prevented from chasing the desires, particularly those relating to worldly matters, that is to say, if the mind is withdrawn from desires, and it is turned towards spirituality and God, man is sure to be emancipated.

What Is The Mind?

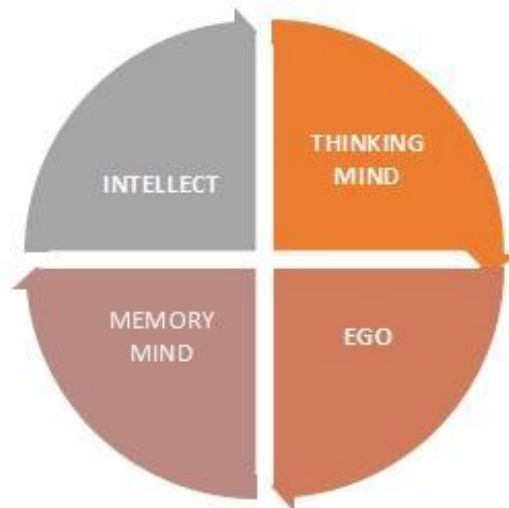
The mind is a bundle of desires. Desires are made up of thoughts. Each thought is a speck of energy. The greater the number of thoughts, the greater the amount of energy that is used.

This can be better understood in hospitals, where electrodes are placed on the sides of the head and it records the electrical impulses of the mind. One thus understands the mind as energy impulses. The greater the number of thoughts the greater the amount of energy is used. This means that the mind is more active and as such the brain cycles increase.

Where Is The Mind?

The brain is not the mind. The Mind can be accessed through the physical brain. The Mind, Intellect and understanding are in the subtle body, but they operate through corresponding centres in the physical brain. The mind gains experience of the physical universe through the 5 senses interpreted by the brain.

The Four Functional Aspects of the Mind



The mind when performing different functions is called by different names. Like every human being, the father, for example, when he is performing the role of a father, he is called dad, when he is performing the role of a doctor, he is called a doctor, when he is performing the role of a friend he is called a friend. Similarly, the mind is one but is called by different names according to the functions it performs.



When the same mind is functioning as a storehouse of impressions it is called the **sub-conscious mind. (the memory mind)**



Thinking mind reasons and rationalizes. When mind thinks and counter thinks and has will, thought and doubt running through the mind ('mind like a mad monkey') it is called - **Thinking Mind**



The same mind is **discriminating, analyzing and deciding** it is called **the intellect.**



When it self-arrogates, it identifies with the body - self preservation, it assumes doership - it is the **Ego mind**

The mind runs after the senses. The mind always wants to satisfy the senses. The mind wants to comply with the body's demands and commands. The mind is totally ambitious and passionate in its attempts to satisfy the needs of the body. It is highly emotional.

When we follow the intellect, the mind is no longer the master. The mind draws us downward, but our journey should be upward. When the mind is the master, it always wants to satisfy the body. The mind is full of desires, ambitious and fully passionate. It naturally

leads us to dual experiences. The mind is the master of the senses, but the intellect is the master of the mind. Intellect decides what is good, what is bad, what is right, what is wrong, what is to be done at that moment in time. Therefore, when we accept the intellect as the master, there is a chance that human values will be expressed outwardly. When the mind is dominant, animal qualities will try to dominate. When the intellect surfaces, the human qualities become predominant.

The Thinking Mind

The Thinking Mind (Conscious Mind) is that aspect of your mind that you use to think, analyse, decide, judge, and engage the world with. Mind will be in continuous thinking mode. When you are disturbed, unsettled, sad or despondent- sometimes it cannot settle down. ‘Monkey mind ‘ – constant agitation – cannot remain still for even a millisecond.

The Memory Mind

Impressions coming in from the 5 Senses or whatever we have thought of or done through our actions, are stored in the Memory Mind (Subconscious Mind) and become the fabric of the mind. Quality of impressions could be good or bad. It influences attitudes, thoughts and behaviour and ultimately determines character. Impressions come from the type of “food” consumed by an individual. Some Impressions become Habits – Habits become a person’s Character.

The Ego Mind

Facet of Mind that is designed to Protect You during Times of Danger. However, when EGO identifies with the body intensely, it generates a Sense of “I” and “Mine”. Collectively these influence the way we perceive / react to the external world.

Thinking Mind (Conscious Mind)

Defect

- Wavering Nature of Mind
- Referred to as the ‘Monkey mind’ because of its unsteadiness.
- Wavering mind -Likened to the muddy waters of the lake which prevent us from obtaining a true reflection of ourselves – Like seeing through a vibrating mirror
- Unable to make decisions, lack of faith, doubts, over and under stimulation.
- Thinking Mind is not able to practice Constant Integrated Awareness (CIA)

Contributors to Defect

Allowing senses to:

- become fixated on temporary sensory pleasures.
- be used in excess of the limits prescribed by God.
- Allow events of the outer world to control the senses rather than the other way around.

Overcoming the Defect (Strategies to develop the Mind)

- Prayer,
- Meditation, Silence
- Various forms of devotion
- Focus & discharge of duties properly and live our lives such that they broaden and purify our minds and hearts .e.g. Use habits which create stillness, deep regulated breathing, positive affirmations, optimism.
- Role models

Memory Mind (Subconscious Mind)

Defect

- Accumulation of negative tendencies within the mind.
- Subconscious mind – pollution from the past. It is like dust covering the mirror of man’s mind.
- Man commits many offences knowingly or unknowingly
- The imprints of these actions are carried by (memory) like the dust accumulating on the surface of the mirror, day after day. Memories/ impressions – obscure reality; increases desires /negativity

Contributors to Defect

Sensory inputs - anything entering via the 5 Senses E.g:

- Places you frequently visit,
- Physical foods one eats or drinks
- That which is taken through the eyes
- Aromas
- Music or conversations that one hears

All leave impressions on the mind

Overcoming the Defect (Strategies to develop the Mind)

- Eat pure / healthy food
- Avoid spicy foods
- Avoid stale food
- Be happy when cooking food, avoid anger
- Improve your Living Habits:
- Keep good company - Regular Exercise
- Introspection, spiritual exercises e.g. .devotional singing, chanting, reading spiritual literature; limit desires and inputs through senses

Ego

Defect

- This is likened to a thick cloth covering the mirror of the mind.
- The thick cloth is woven with the threads of ‘I’ and ‘Mine ‘covering the Mind and encouraging us to be body conscious.
- Fosters the mistaken belief that the physical human form is real and that it is the ‘doer’.
- Emphasises separation of one’s self from the Divine. Tends towards (Forces of Illusion)

Contributors to Defect

What cloth covers the mirror of one's mind?

- Gang of Six Internal Enemies, viz. Desire, anger, greed, attachment, jealousy, envy and pride.
- Worst enemy - Eight kinds of pride: Money, learning, caste, affluence beauty, youth, position /authority

Overcoming the Defect

- Cultivate Love for yourself.
- Love All - look for the Divine in others
- Understand that God is the Doer and you the instrument
- That you are the Spirit; that you are not the body.
- Destroy the Ego.
- Avoid 8 types of pride & six enemies.

How do we overcome pride?

- Understands its impermanence.
- Accept there are others who are superior to you
- Remember others also pose that which you may be overly proud of.
- Acknowledge the almighty; acknowledge the ego hides in denial; selfless service develops humility;

When the mind is cleansed of these distortions then the reflected soul energy via the intellect through the mind and senses become stronger. The human values that reside in the intellect unfold more easily and one is able to discriminate more easily.

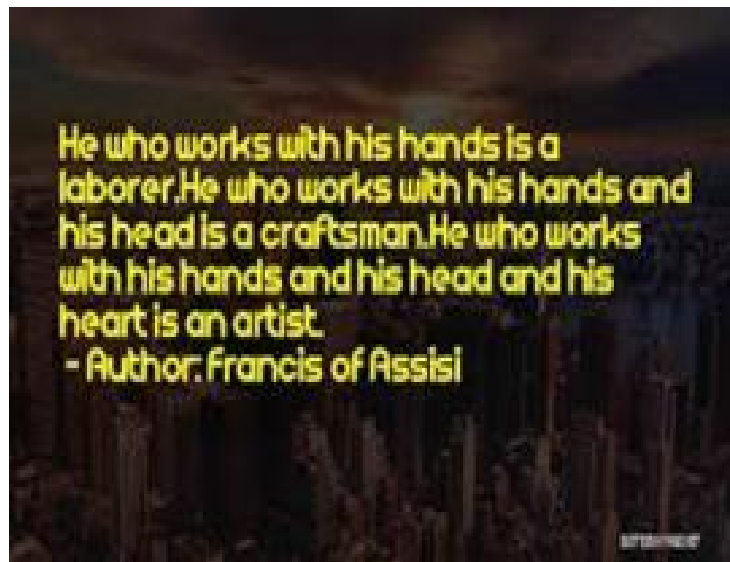
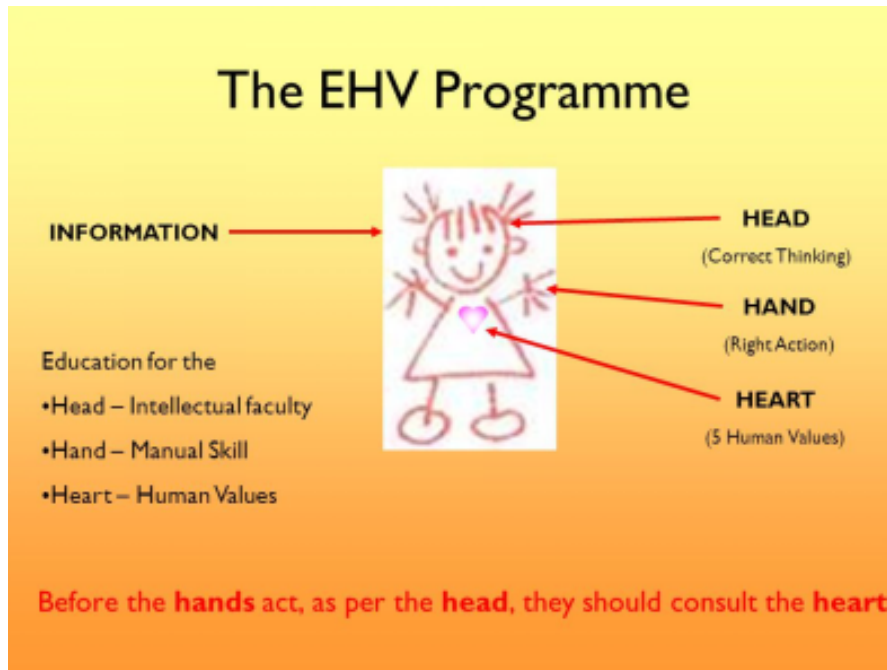
As long as the mind takes charge, as long as the mind is the master, we are not humans by any standard. Animals have minds. Therefore, the mind is not an indication, not a sign, not the benchmark or the hallmark of a human being. If I want to be called a human being, I should make the intellect, rather than the mind, the master of my life.

QUESTIONS

1. What is the Mind?
2. Comment on the location of the Mind?
3. List the four aspects of the Mind and briefly say what each aspect is?
4. Which aspect of the mind, when sharpened, makes the mind a slave to it rather than a master?
5. List ONE defect of each of the following and provide a strategy to overcome that defect:
 - a. Thinking Mind
 - b. Memory Mind
 - c. Ego

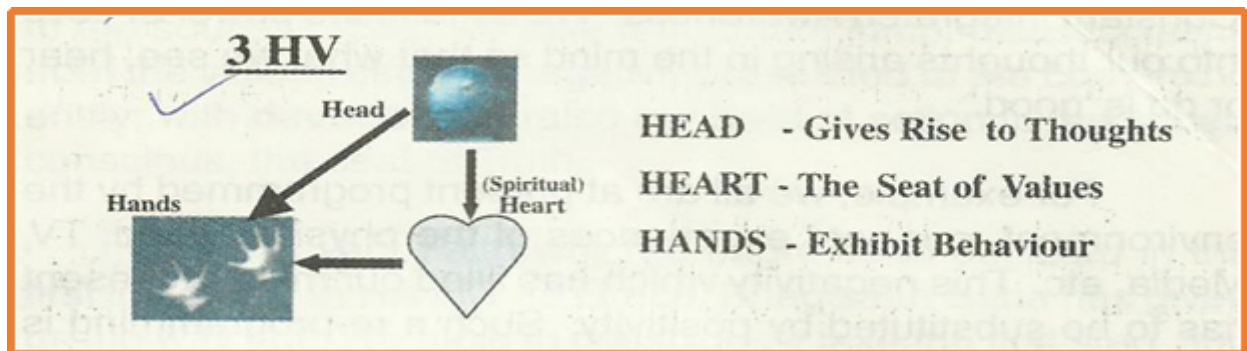
Core Tenet: 3HV (Heart, Head and Hand)

3HV refers to the values of Head, Heart and Hand. The purification and unison of thought, word and deeds make one a true Human being. Our Holy Scriptures declare “one who has unity in one's thought, speech and action, is verily a saint or higher being. One whose thoughts, words and actions are distinct; they are in essence the evil ones.”



Head could be understood or referred to as the five senses of knowledge through which we receive/ intake various things (like food, information etc.) Heart is like the seat of soul, where the discrimination power resides, to analyse which thoughts are right or wrong (discrimination). Hand could be referred to as the symbol for five senses of Action which is

to put into action the thoughts which have been passed by the discrimination of the Heart. The aim of being born in a Human birth is to purify all three of the above. This would in turn help in realizing the Divine and bestow upon us the ultimate bliss, which is our true nature.

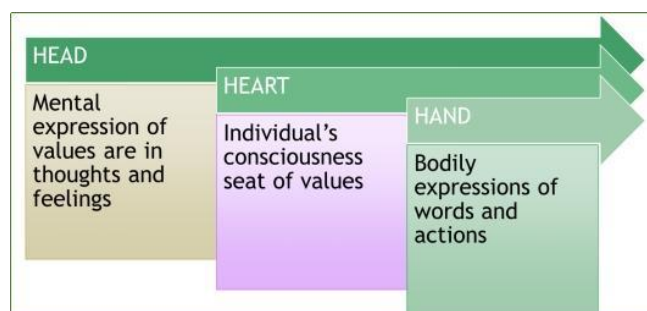


We can have innumerable examples in this regard of people who have lived to show to the world the true way of justifying a human birth: Nelson Mandela, Mother Theresa and Mahatma Gandhi are examples of such persons. One who has purity and harmony of thoughts, word and deed, who has synchronized the head, heart and hand can truly be called a Human being. That's why it is also said: See no evil, Hear no evil and Do no evil - that's the way to God. That's the reason why it is important to understand the values of head, heart and hand. Convey the Love of God through the head, heart and hand. If any thought word or act leads us to God or is godly, is pure and is done with good cause and with a purpose to serve another is the true Value of life – a sign of a True Human being. Any act that hurts our conscience and leaves guilt in us should be shunned at any cost.

The principal and philosophy of 3HV (values of head, Heart and hand) aims and helps in identifying and imbibing the values befitting to these three important facets of human being. This is the true Education in Human Value. Harmony and purity in thought, word and deeds should be the sign of an educated person. Control and proper regulation of these three is the true evaluation of the Character of a person.

SOURCE: <https://www.valuesinaction.net/3hv-the-essence-of-ehv/> (Adapted)

A Diagrammatic Representation Of The Concept Of 3HV



The Value Pyramid



The Head Value

Head could be understood or referred to as the five senses of knowledge namely the eyes, the ears, the nose, the tongue and the skin through which we receive and transmit information. These senses mostly drag us outward forcing us to accept the outside influences.



Mere living is not enough; it has no value by itself. It is the motives, the feelings, the thoughts, the attitudes that prompt day-to-day life. Baba says: Good fortune is always the result of good and positive thoughts whereas bad and negative thoughts lead eventually to bad fortune, via bad actions, bad habits and evil character. Since thought is the true basis of fortune, it is obvious that one must cultivate good and positive thoughts, if one is looking for a good fortune. Thoughts and Destiny are interconnected.

The Heart Value

THE HEART VALUE

- Heart is the **seat of conscience** and conscience is the seat of the soul. Many of us are aware that the heart is the organ that keeps the body and soul together.
- In fact many of us are not aware of one of the most admirable aspects of the heart which is **the power of discrimination**.
- The heart is the place where our ability to discriminate lies, contrary to the general thinking that such power of discrimination lies in the head. It is the capability of the heart to analyze which thoughts are right and which are wrong. It is called the 'Master' and that is why Sri Sathya Sai Baba says: **Follow the Master, Face the Devil, Finish the Game**

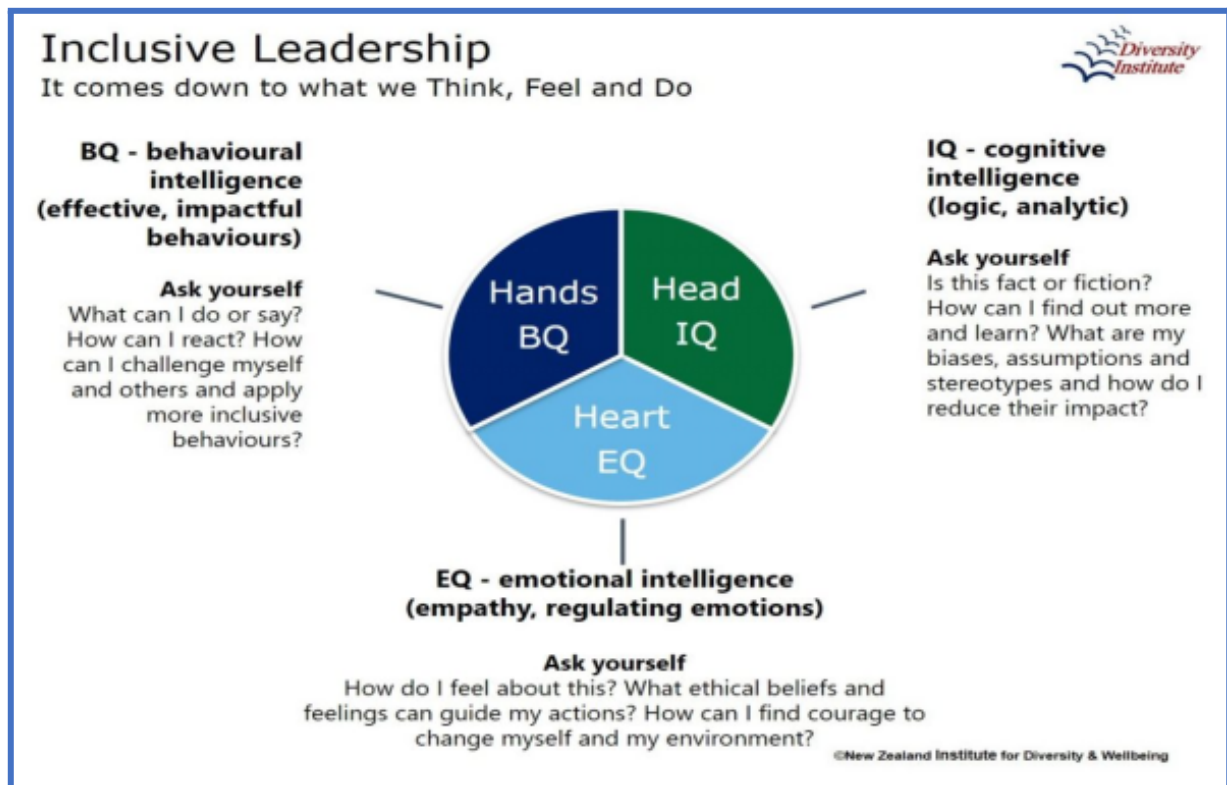


The Hand Value

The Hand is the **external tool of the Mind**. It is also called the outer brain of man. When it performs the task in consultation with the heart, the hand becomes the symbol of action, strength and protection. Hand is more often a source of energy especially when used to perform sacred and Benevolent acts.



General Application Of 3HV To Leadership In Various Scenarios



Application Of 3HV In The Field Of Education / Teaching



QUESTIONS

1. What does the 3HV stand for?
2. Briefly explain what each of the components of 3HV, that is, the Head, Heart and Hand, contribute to creating harmony in thought, word and deed?
3. With reference to one of the following personalities, explain how the person demonstrated the integration of 3 HV in their daily living: Nelson Mandela, Mother Theresa, Mahatma Gandhi
4. Explain how the senses can create disharmony in 3HV?
5. What role does the HAND play in 3HV?
6. Using a simple example, describe how you can use 3HV to create unity and harmony in ONE of the following settings: Home, work, community, school

Chapter Three: Module Two

Topics Covered In This Module

- Core Tenet : Ceiling On Desires (COD)
- Core Tenet : Unity Of Faiths
- Transformation Technique : Prayer, Quotations And Affirmations
- Transformation Technique : Story Telling
- SSSEHV In The Community

Core Tenet: Ceiling On Desires

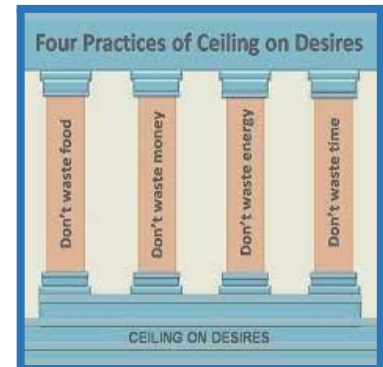
In Module One, you were introduced to The Mind and all its vagaries, in particular, the ability of the mind to keep one in a perpetual state of desire for material objects. However, if we are established in the awareness that the Lord is ever present, then we must also be prompted by the feeling that we are performing deeds for the pleasure of the Lord. This is the easiest way of achieving control of the mind. If we are saturated with the conviction that our energy belongs to God, we will not misuse it. It is in light of this that the principle of ceiling on desires is prescribed.

Don't Waste Food. Food Is God

Don't Waste Money. God Is Wealth

Don't Waste Time. Time Waste Is Life Waste.

Don't Waste. Energy



Fourfold Programme

In a Discourse entitled “Conquest of the Mind” given at the Summer Showers Course in Brindavan in 1993, Sri Sathya Sai Baba said:

“The first ceiling on desires is “Don’t waste food. Food is God.” Your body is made of food, and you are the result of the food eaten by your parents. Food is God. Eat as much as it is necessary to eat. But do not throw away food by taking too much on your plate. By wasting food, you will be wasting divine energy.

The second instruction is “Don’t waste money. God is wealth.” Since God is wealth, misuse of money is evil. Practice charity by gifting away money, food, clothes, houses, etc., instead of misusing money in extravagance. Misuse of money is not only evil but a sin as well.

The third instruction is “Don’t waste time. Time wasted is life wasted.” God is exalted as time. He is beyond time, transcends time and is the embodiment of time. Spend the time by using sanctifying words. Do not waste time. Wasting time is wasting God.

The fourth instruction is “Don’t waste energy.” People waste their energy by indulging in bad thoughts, seeing bad things, hearing bad things, and taking bad actions.

By translating the above instructions into practice, you will be sanctifying your time. This is the spiritual practice and the service that you have to undertake. A time will come when the mind will be extinguished and merger with the divine will be achieved.”

Ref: *Summer Showers in Brindavan 1993; Chapter 6: The Conquest of the Mind.*

A study by T. Ravikumar & N. Sivakumar entitled, “Ceiling on Desires Programme and Environmental Conservation” throws insight into the runaway negative impact of uncontrolled desires and on the importance of containing desires. Below is an extract from the study.

The dominant philosophy of most of the 20th century has been consumerism. Consumerism is a term used to describe the effects of equating personal happiness with purchasing material possessions and consumption (wikipedia.org, 2006). When people adopt the consumerist philosophy, they tend to:

- consume more and more material goods. This leads to a use-and-throw style of life.
- consume goods whether it is needed or not. This leads to wastage of resources and money.
- consume wastefully beyond their actual needs. This leads to a situation where the poor do not get enough resources to consume.
- be greedy as there is no limit to what one can consume.
- produce waste products leading to environmental problems.
- think that happiness lies in consuming goods, while in reality happiness lies within oneself. Consumerism leads a person away from his real goal of spiritual advancement.

It is now clear that the earth cannot sustain the current trends and levels of consumption. Consumerism puts the environment in jeopardy. Therefore, the basic need of the hour is resource conservation.

Ceiling on desires programme

Satisfaction of desires entails the consumption of resources.

Reducing the quantum of desires and the attachment to satisfy them can conserve resources.

This requires a concerted effort supported by a well-organized programme. The ceiling on desires programme has been enunciated by Bhagawan Sri Sathya Sai Baba as the panacea of several problems afflicting modern society. The ceiling on desires programme has four pillars:

- Don't waste food
- Don't waste money
- Don't waste time
- Don't waste energy.

Don't Waste Food

The first pillar of the ceiling on desires programme deals with the reduction in wastage of food. According to Bhagawan Baba "Food is God". He further remarks, "in the preparation of food, one should be careful in avoiding wastage. One is doing a disservice by consuming more food than necessary for a healthy body" *.

The Universal Declaration on the Eradication of Hunger and Malnutrition of 1974 declared, "the grave food crisis that is afflicting the peoples of the developing countries where most of the world's hungry and ill-nourished live and where more than two thirds of the world's population produce about one third of the world's food-an imbalance which threatens to increase in the coming years is not only fraught with grave economic and social implications, but also acutely jeopardizes the most fundamental principles and values

associated with the right to life and human dignity as enshrined in the Universal Declaration of Human Rights” (UNHCR, 1974).

The declaration further stated that efforts to increase food production should be complemented by every endeavour to prevent wastage of food in all its forms. The FAO has estimated that nearly 30% of the population suffer from some kind of malnutrition and are forced to eat the wrong foods just for the sake of survival.

Food wastage takes place at several levels in several forms:

- Wastage during harvesting
- Wastage during storage
- Wastage during preparation
- Wastage while serving
- Wastage in functions like weddings
- Wastage in hotels, houses
- Wastage due to over consumption
- Wastage due to social customs
-

Avoiding all forms of wastage of food is an imperative for food security.

Resources Conservation Implications of Avoiding Wastage Of Food

When wastage of food is reduced and eliminated it can lead to several benefits:

- Food security can be planned and achieved more efficiently.
- The fight against hunger and malnutrition could be fought more meaningfully and vigorously.
- Agriculture yields can be made more sustainable through controlled cultivation.
- Inequalities in food consumption can be removed.
- Ensures the health of an individual. A healthy individual is a nation’s greatest asset.

Don’t Waste Money

Misuse of money is evil. According to Bhagawan Baba, “Misuse of money is evil. With regard to wealth one should be careful to avoid avaricious accumulation and extravagant expenditure” *. However, wastage of money has become a fashion in modern times. Wastage of money takes place at the individual level through buying goods just because they are cheap and not because they are needed, spending on addictive habits and overspending in social functions. It continues till the macro level like when conducting elections (Bedi, 2002), or during the conduct of the parliament (in.news.yahoo.com, 2005) and through ill-conceived subsidies. According to Shri. Rajiv Gandhi, the former Prime minister of India, 85% of the resources allocated for various projects do not reach the intended beneficiaries and therefore get wasted. Some of the large-scale allocations of money in India are on infrastructure projects with very high environmental impacts. It is possible to get a glimpse of the quantum of wastage based on the former Prime minister’s

observation, when one understands the amount of money allocated for a project like Bharat Nirman as shown below:

Budgetary Support For Functions Of The Central Government Related To Bharat Nirman			
Function Of The Central Government	2003-04 (Be)	2004-05 (Be)	2005-06 (Be)
	(Rs. Crore)	(Rs. Crore)	(Rs. Crore)
Water Supply And Sanitation	1030.31	2006.32	2197.46
Housing	2820.96	3354.81	3351.22
Major And Medium Irrigation	175.24	188.25	191.04
Minor Irrigation	133.78	107.32	115.4
Power	7211.1	7372.42	6502.97
Roads And Bridges	10042.9	10658.9	16235
Telecommunications	357.45	956.5	2858.65
Total Budgetary Support for the Functions listed above	21771.74	24644.52	31451.74
Total Expenditure of the Central Government (Budget Estimate)	387954	477829	514344

Source: Annual Financial Statement and Expenditure Budget (Vol. I and Vol. II) of the Central Government for the years 2003-04, 2004-05 and 2005-06.

Resources conservation implications of avoiding wastage of money

- Reduces overspending on projects with adverse impact on the environment
- Conserves funds for spending properly on environmentally useful projects
- Helps in reducing inequalities in spending
- Helps in using resources to provide for the disadvantaged sections of the society
- Improves the physical and monetary health of individuals and the nation.

Don't Waste Time

Bhagawan Baba extols, "one should be careful about 'time', which is the yardstick of life. Seconds become hours, hours become years, years make yugas (ages) and so on. One should not waste this most valuable 'time'. Time lost in wasteful pursuits can't be gotten back by any means. All the activities should be planned for utilising the available time to maximum advantage" *. The third pillar of the ceiling of desires programme deals with the proper use of time. The amount of time available is always fixed. Time is an irrecoverable resource. Waste of time does not only mean waste of one's own time. It also includes the waste of other's time, which amounts to stealing a precious resource from them. There are several time wasters in modern day society like,

- Watching violent and purposeless television programmes
- Various forms of debased entertainment
- Transport and traffic jams
- Unnecessary chatting over the phone
- Strikes, bandhs and other disturbances

Time wasters can also be noticed at the macro level. Time gets wasted during walkouts in the parliament and during public meetings. Time gets wasted when projects involve time overruns. These time overruns can also have environmental effects when such projects deal with the fragile environment. For example, even though several countries had been cautioned to install tsunami early warning systems, they ignored it and people had to face the brunt of the fury of nature. Had this been done on time the impact of these calamities could have been minimized. In fact, modern society is sitting over a silent time bomb of an overexploited environment, which can explode at any time. Reducing time wastage conserves this precious resource for purposeful activities.

Resources conservation impact of avoiding time wastage

- With proper planning time is saved, work is done efficiently leading to proper use of resources
- Projects which have environmental benefits will be executed in a timely fashion
- The time saved can be utilized for socially useful activities and to protect the environment
- Reduces time overruns of projects and conserves resources

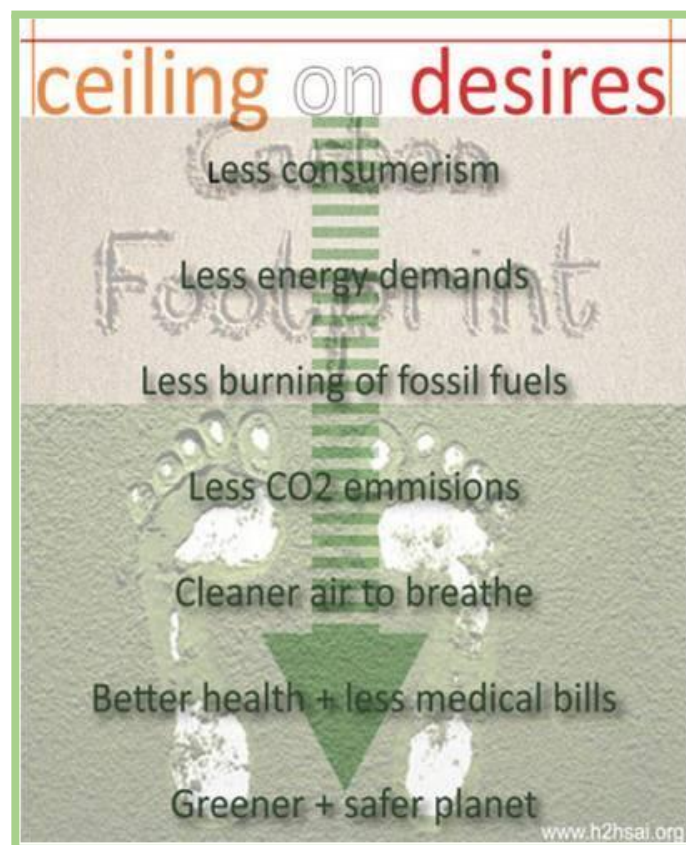
Don't Waste Energy

Energy is defined as the capacity to do work. Bhagawan Baba remarks, "The Paraa-Shakthi is in every one as the dormant spiritual energy, which is able to destroy when awakened, the evil tendencies inside the mind". However, energy both physical and spiritual is wasted in several ways in modern society. These include

- Lack of civic consciousness leading to not switching off electrical appliances when not needed. These include streetlamps being kept on even during daytime.

- Wastage of water due to broken pipes and faulty taps. This indirectly leads to energy wastage as this water had originally been pumped using motors.
- Energy wastages in generation, transmission and distribution
- Energy theft
- Inefficient uses of appliances
- Unnecessary travel
- Wasteful thinking, idling and frivolous habits (Chopra, 1993).

Conservation of this energy helps to preserve health and channelize it in purposeful directions.



Resources conservation impact of reduction in energy wastage

- Efficient usage of energy reduces the need to produce extra energy
- Conserves valuable non-renewable energy resources like fossil fuels
- Helps in reducing pollution and its ill effects like acid rain and greenhouse effect
- Leads to tapping of renewable energy resources efficiently.

(EXTRACTED FROM: T. Ravikumar & N. Sivakumar: Ceiling on Desires Programme and Environmental Conservation; University News; Vol. 45 , No. 44 , 2007)

QUESTIONS

1. What are the four main resources that we must conserve?
2. Explain why it is important to not waste Food?
3. List FIVE ways in which modern society wastes Energy?
4. How can the proper use of Money help to create a better society?
5. List some ways (at least three) in which you can avoid the wastage of Time in your daily activities.
6. Explain the link between a person's spiritual quotient and Ceiling on Desires?

Core Tenet: Unity of Faiths

A unity of faith exists because faith is the response to revelation, and revelation is one. Scripture says that there is one God (1 Tm 2.5),

Unity is a divine law by which the universe functions daily. As we live according to God's law and love and serve others, we feel at one with our brothers and sisters and more in tune with the divine. Unity recognizes that the core values of all of the world's great religions or spiritual teachings are similar. It celebrates the richness of diverse beliefs and expressions that honour the sacred Truth of God.

Judaism, Christianity, Islam, Hinduism and Buddhism are five of the great religions of the world. Other religions include Zoroastrianism, Taoism, and the Bahai. "All faiths are interrelated and mutually indebted to each other for the principles they teach, disciplines they recommended. The Vedic Religion was the first in time; Buddhism, which appeared about 2,500 years ago, was its son; Christianity, which was influenced much by the Orient, was its grandson. And Islam, which has the Prophets of Christianity as its base, was like the great-grandson. All have Love as the fundamental discipline of the mind, in order to chasten it and merge man with the Divine". SSS VOL VII B Chap 15 p 1

The Greek philosopher, Plato said that "Unity, or oneness, is generally regarded as the attribute of a thing whereby it is undivided in itself and yet divided from others." This philosophy was reiterated by Sri Sathya Sai Baba when He said: "Let the different faiths exist, let them flourish, let the glory of God be sung in all languages in a variety of tunes. That should be the ideal. Respect the differences between the faiths and recognize them as valid so far as they do not extinguish the flame of unity. Should each person live the ideals propounded by the founders of his religion, unaffected by greed or hate, then the world will be a happy and peaceful habitation for man. "

Sri Sathya Sai Baba goes further to say: "In spiritual terms all of mankind belongs to one and the same class, race, and religion. The followers of each religion call upon One God who is omnipresent and listens to their prayers, be they from any race or whatever language they speak; but it is the same God who confers happiness on all of mankind. No religion has a

separate God showering grace only on those who profess to abide by that faith. There is only one God, one Goal, one Law, one Truth, one Religion and one Reason.”

“It is sad that instead of uniting mankind in a common endeavour, Religion has become a system of walled enclosures, guarded by fate and fanaticism. So, each religion is an armed camp, sunk in self- aggrandizement, trying to wean others into itself and prevent defections from its ranks. Religion, therefore, is being condemned as the root cause of chaos and conflict. In spite of great progress in many other areas of life, religious animosity is aflame even today in many parts of the world. It has to be emphasized that religion is not the root cause of the state of affairs. The factious and fanatic hatred are due to the unruly ego that is given free play. Religion strives to destroy just this vicious tendency; so, it has to be supported and not condemned. What has to be condemned is the narrow, perverted attitude of hating those who do not agree with ‘us’ or hold different opinions of the mysterious force that animates the Universe.”

“The motive behind the formation and propagation of all these different faiths is the same. The founders and propagators were all persons filled with Love and Wisdom. Their goal, their target, their purpose and their aim were all the same. No one had a design to divide, disturb or destroy. They attempted to do good, see good and be good.” A Compendium of TSSB p459

“It is because the doctrine of human unity based on the spiritual oneness of all beings, is not propagated in the right manner that we have today many divisions leading to many conflicts.

Creeds, ritual, religion and different theologies are all derived from man’s yearning for the vast Reality beyond – and flow in the thousand different forms, fertilizing many fields, calming many communities, refreshing tired people and, at last, carrying people to the ocean of Bliss.”

“The mysteries of creation are marvelous. When two persons meet at any time or place, the differences between them are patent. Their forms and manners differ. They differ in their cleverness and intelligence. Their opinions also vary. Without understanding what underlies these differences, the materialist thinker emphasizes the differences. Today, a growing number of intellectuals, ignoring the unity that underlies the diversity, propagate the cult of differences. The good persons who realize the unity behind the apparent diversity are dwindling in numbers from day to day. This is highly unfortunate.”

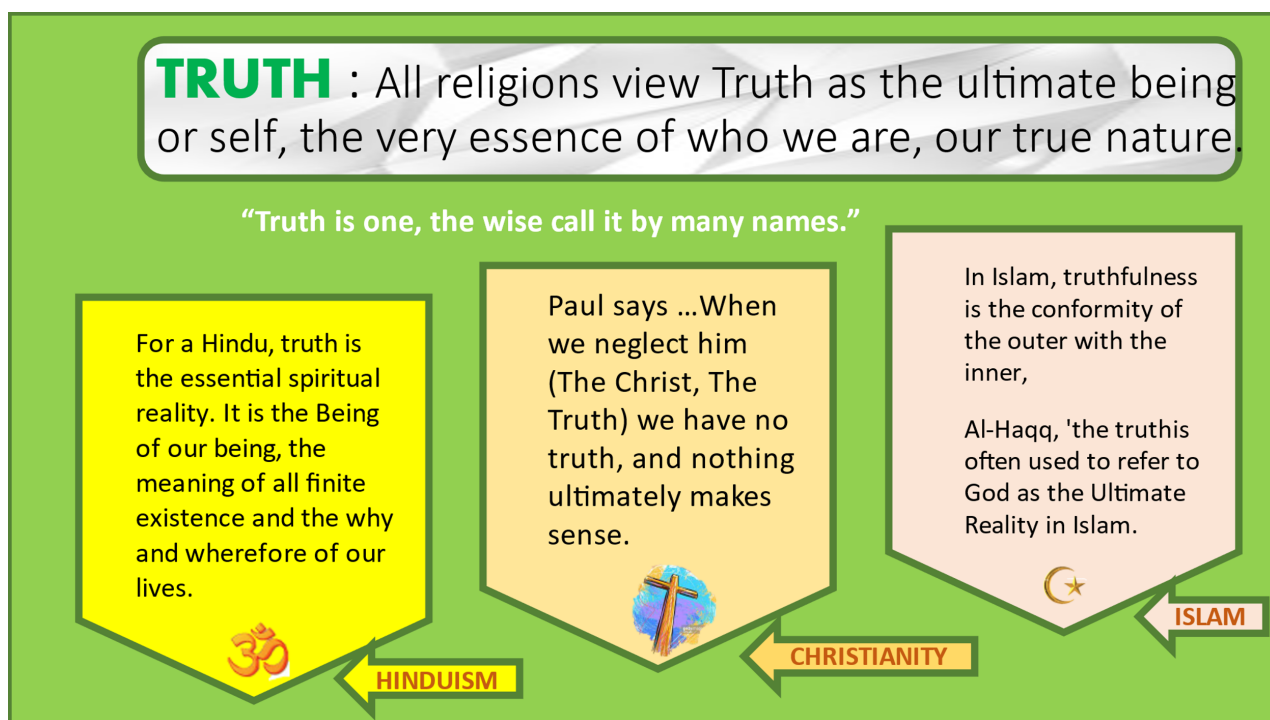
“Unity is vital for all, wherever they are and whatever their country, religion or sex. Love should be the unifying force.... Teachers! Promote the sense of human unity among all people, without regard to race, religion or caste.”

“When individuals change, society will change. And when society changes, the whole world will change. The welfare of the individual is bound up with the welfare of society as a whole. Unity is the secret of social progress, and service to society is the means to promote it. Everyone, therefore, should devote himself to such service in a spirit of dedication. One who does not dedicate himself to such work is like a rusting machine. Concern for one’s own welfare and prosperity should not blind one to one’s social obligations or spiritual destiny.... A society in which the individuals are concerned only about material welfare will not be able to achieve harmony and peace.”

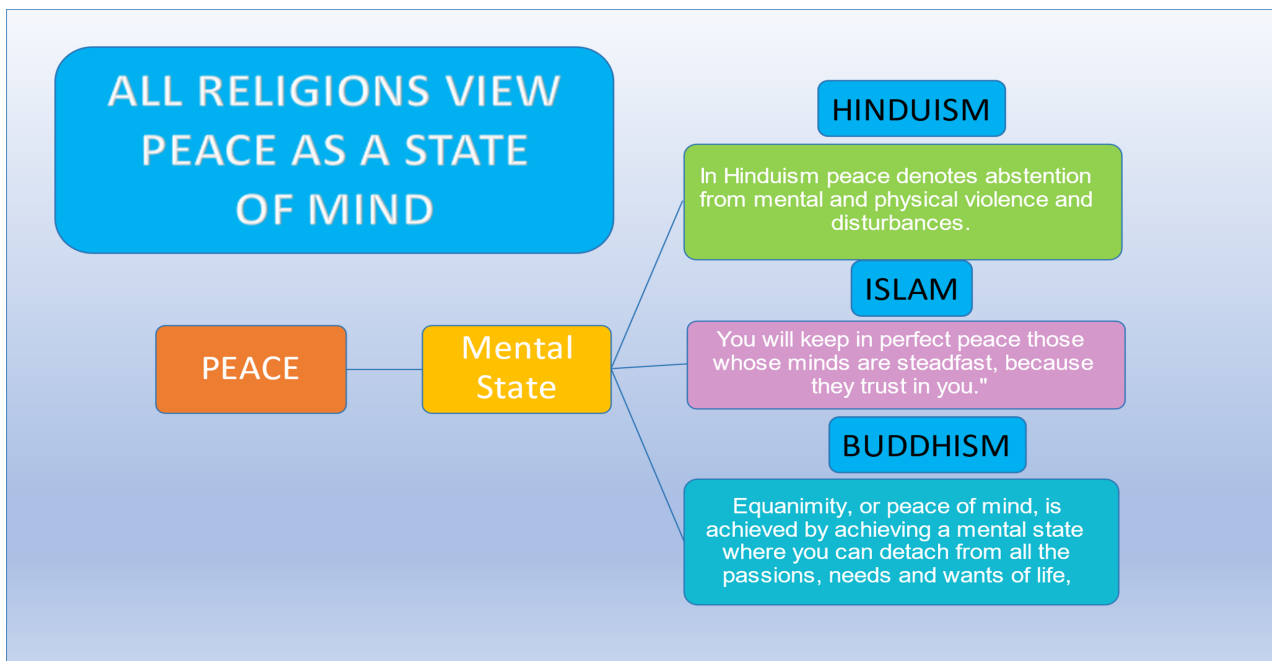
An exploration of the teachings of the different religions will reveal that, in essence, they teach the same spiritual principles, albeit in different terminology. The value of LOVE is the foundation of the universe. Therefore, Sri Sathya Sai Baba says: “There is only one religion, the religion of LOVE”. Below are examples of how the major religions of the world commonly conceptualize two core values, namely, TRUTH and PEACE.

There is only one religion, the religion of Love.

The value of Truth from the Perspective of Hinduism, Christianity and Islam



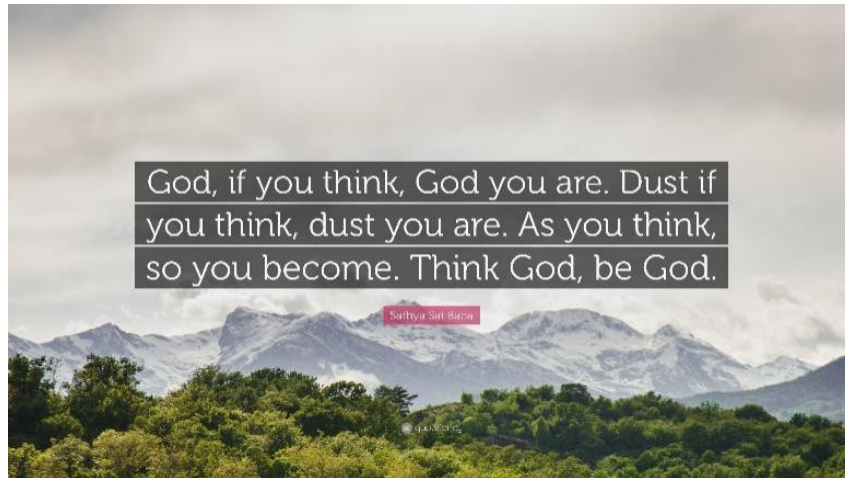
The value of Peace from a/an Islamic, Hindu and Buddhist perspective



QUESTIONS

1. Explain why it is important for man to understand the unity that exists between the different religions?
2. Using examples from the scripture of three major religions, illustrate the commonality in the teaching of each of the following values:
 - 2.1. Love
 - 2.2. Right Conduct
3. Create a Unity of Faiths poster that you would like to display either at work, school, home or your community hall.

Transformation Technique: Prayer, Quotations and Affirmations



The above quotation provides insight into the importance of the mind and one's thinking patterns in determining the type of person one is. Thinking positively means thinking according to the conscience, the intellect and the discriminative function. The transformation technique of prayer, quotations and affirmations is very effective in developing the Intellectual domain of the human personality and the value of Truth. Hence this Transformation Technique:

- Develops memory
- Promotes analytical thinking
- Establishes truly human ideals
- Enables participants to relate to the highest in themselves

To develop positive thinking people can be thought to recite prayers, quotations and affirmations that elevate their consciousness because good thoughts are recorded in the subconscious and this results in good actions and good habits. It is for this reason that Prayers, Quotations and Affirmations (PQA) are used as a Transformation Technique in the SSSEHV programme. It can be used to facilitate positive change in people of all age groups, from children at nursery school level to senior citizens, and in all contexts, be it education institutions, corporate management team building exercises, community organisation meetings, drug rehabilitation programmes and so on.

Some points to note when using the PQA Technique:

- The prayer, quotation and affirmation must be age appropriate.
- The facilitator must take religious, social and cultural sensitivities into account. What may seem appropriate for one group may not be for another.
- Always link your PQA with the other techniques of your "lesson". For example, your affirmation can become part of the Story or the Group Song.

- Remember the Core Tenets of the SSSEHV programme when writing or selecting prayers, quotations and affirmations: Unity of Faiths, Unity in Diversity, The Core Human Values and their sub-values, Ceiling on Desires, God Man and Environment, Brotherhood of Man, Fatherhood of God and 3HV. A lack of awareness of the impact of these pillars has greatly stifled man's spiritual advancement and his ability to gel as a unified human race.

Prayer

The SSSEHV programme is based on the principle that "There is only one religion, the Religion of Love...There is only one God, and He is omnipresent" (Sathya Sai Baba). Prayers used or recited must be of a universal nature, creating respect for all religions, purifying the mind and opening it to higher thinking, and must invoke love and compassion, forgiveness, tolerance, brotherhood and all other Human Values and sub-values that direct participants to the higher self. This also creates awareness of the unity underlying all faiths.

Here are some ideas (not an exhaustive list) on how to use prayer as a transformation tool:

1. Create your own prayer if you cannot find a suitable prayer to blend in with or get participants to aspire to become living examples of the Human Value or sub-value you are trying to elicit.
2. Facilitate discussion around the words of the prayer. Many people pray as a mechanical ritual without giving much thought to what the prayer is about. This segment must inspire participants to consciously think about and evaluate their conversations with God.
3. Build your own resource kit by making a collection of prayers that can be used in different contexts.
4. Choose stories, songs and group activities that lend itself to the theme of the lesson and the words of the prayer.
5. Where the venue allows for it, make charts, posters etc. which can be pinned up on notice boards as a constant reminder of the message in the days following the lesson.
6. Where the prayer is short enough, it can also be used as an affirmation which participants can be encouraged to repeat several times until the message is taken into their subconscious.
7. It may be possible to use a catchy tune for a prayer. This may help participants to memorise and store the prayer's message.
8. Participants may be given the opportunity to write and share their own prayers based on the theme of the lesson.

Quotations And Affirmations

Quotations are a powerful tool to change a mindset. They are usually a clever, catchy and insightful string of words that provide food for thought. Consider what impact, inspiration and motivation the following quotations may have on people who want to create a better life for themselves:

“Yes, your transformation will be hard. Yes, you will feel frightened, messed up and knocked down. Yes, you’ll want to stop. Yes, it’s the best work you’ll ever do.” Robin Sharma

...or For Students Of This SSSEHV Course...

“It’s not about perfect. It’s about effort and when you implement that effort into your life every single day. That’s where transformation happens. That’s how change occurs. Keep going. Remember why you started.” Jillian Michaels

...and To Sum Up The Ripple Effect Of Individual Transformation...

“Personal transformation can and does have global effects. As we go, so goes the world, for the world is us. The revolution that will save the world is ultimately a personal one.” Marianne Williamson

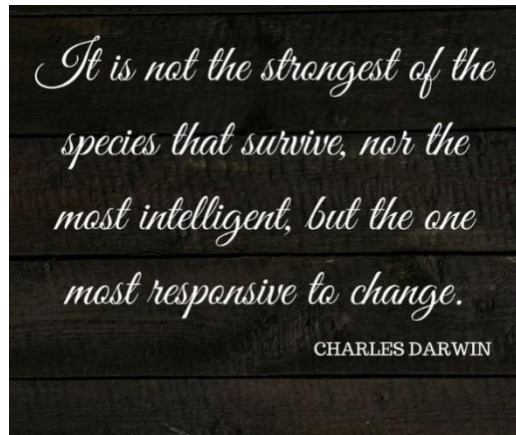
Affirmations refer primarily to the practice of positive thinking and self-empowerment. They are positive statements that can help you to challenge and overcome “self-sabotaging” and negative thoughts. When you repeat them often, and believe in them, you can start to make positive changes. Many of us do repetitive exercises to improve our physical health, and affirmations are like exercises for our mind and outlook. These positive mental repetitions can reprogramme our thinking patterns so that, over time, we begin to think, and act differently. Literature on the impact of affirmations is replete with examples of how affirmations help to improve work performance, boost self-confidence and heal depression and other mental health conditions.

Sometimes a quotation can be rephrased to become an affirmation. For example, the quotation by Sathya Sai Baba: “Start the day with Love, Fill the Day with Love, End the Day with Love. This is the way to God.” Can be changed into the affirmation: “I will start my day with Love. I will fill my day with Love. I will end my day with Love. That is my way to God.”

Here Are Some Ideas Or Tips On How To Use Affirmations And Quotations:

1. Write or project the quotation or affirmation on a chalkboard/screen
2. Get participants to read them aloud or rewrite them. Encourage them to repeat it during the course of the day or week because repetition impacts on the transformation process.
3. Make a chart/poster of the quotation or affirmation which can be put up on a noticeboard as a “thought for the week”.
4. Engage participants in a discussion around the quotation or affirmation.
5. The quotation or affirmation can be included in the story, song or group activity. For example, the idiom: “A stitch in time saves nine” can be incorporated into a story on the importance of the wise use of time (one of the components of the COD programme)

As we embark on this journey of transformation, we will do well to remember this quote from Charles Darwin:



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1. Farmer, R and Farmer, S: HANDBOOK FOR SAI TEACHERS; THE SATHYA SAI HUMAN VALUES PROGRAMME; Divine Print Publishers, Queensland, Australia; 2000
2. Burrows, L: DISCOVERING THE HEART OF TEACHING; International Institute of Sathya Sai Education; 1997
3. SATHYA SAI EDUCATION IN HUMAN VALUES FOR THE FOUNDATION YEARS AND BEYOND-Parents and Teachers Handbook; Sai Institute of Education West Indies; 2014

QUESTIONS

1. Which domain of the human personality is this transformation technique most effective in developing?
2. What are the benefits of this technique?
3. What are some of the ways in which you could use prayers, affirmations and quotations?
4. Assume that you are planning a SSSEHV lesson for a soccer club. Find a suitable quotation you would use in your session and say why you think the quotation is suitable?

Transformation Technique: Story Telling

Long before man had a written language, knowledge was handed down from one generation to another by word of mouth, often in the form of stories, from mother to son or daughter, grandmother to grandchild and from teacher to pupil. Story Telling is an immensely powerful transformation technique used by leaders in a variety of fields. It has been the most fascinating medium of instruction and enlightenment.

- A revolutionary will inspire young rebels by telling them stories of the struggle, injustices and the “utopia” that can be created by a new political order.
- An astronaut will inspire astronomers by telling them fascinating stories of the wonders of the universe.
- A spiritual master will inspire aspirants by telling them stories of the bravery, determination, and devotion of the great and spiritually evolved souls who walked the earth.

Jesus Christ taught mostly with the use of parables. Sri Sathya Sai Baba highlighted incidents from the Ramayana and Mahabaratha in many of His discourses. Storytelling was Abraham Lincoln’s most useful transformation technique. Oprah Winfrey, Jay Shetty (motivational speaker and social influencer), the Dalai Lama and many others use stories as a powerful tool to teach and inspire people to transform.

Value-based stories provide insight into the human psyche, and illumine the path of action, leading a person towards a higher level of consciousness. It is a technique that can be used with equal effect in any setting such as a home, school, office environment, factory floor or community development programme.

“You may tell a tale that takes up residence in someone’s soul, becomes their blood and self and purpose. That tale will move them and drive them and who knows what they might do because of it, because of your words. That is your role, your gift.” Erin Morgenstern, The Night Circus

Stories usually have a moral which is used to drive a message home. A story generates interest, captures the attention, and brings out the parallel situations of life and suggests solutions. Stories widen the imagination and help to sharpen sensibilities and sensitivities. Storytelling, therefore, is an especially good technique to develop the Physical Aspect of the Human Personality and to bring out the value and sub-values of Right Conduct.

Storytelling has many benefits. It:

- Improves imagination
- improves memory
- develops listening skills
- develops creativity

- promotes relaxation
- humour and fun
- captures the interest of the audience and inspires.

Storytelling In The Workplace

Storytelling in the workplace is a dynamic strategy for empowering employees to understand and embody an organization's core values. Leaders at all levels can learn how to use storytelling to educate, inform, motivate and inspire their employees. Storytelling can impart the corporate culture and values.

Tell stories at meetings, workshops, team building exercises etc. Case Studies make excellent stories to inspire workers to change.

Storytelling At Home

Storytelling is a spontaneous overflow of feelings from one heart to another and not from one head to another. A story can elicit powerful emotions and inspire a desire in the children to imbibe the values demonstrated by the character described in it. By identifying with the main character in the story, they subconsciously adopt an aspect of the character. Parents and grandparents can use storytelling most effectively in character moulding. In a talk given by Sri Sathya Sai Baba in 1975 to Sai Spiritual Education teachers, He said:

Tell the children what they cannot learn by themselves, by observation: namely the stories of Ramayana, the Bhagavata and the Mahabharata. Tell them also stories from the Bible, the Buddhist texts, the Zen- Vista and the Quran. Sri Sathya Sai (6 January 1975)

Storytelling At Schools

A good story adds tremendous value to any lesson in any subject taught at school. For example:

- In a Social Studies lesson children can be inspired to develop empathy for migrants by telling stories of the hardships, injustices and horrors experienced by children crossing over from one country to another, either on foot or by boat.
- A Science class can be motivated to act and make better choices when they listen to stories about the impact of pollution on marine life.
- A Physical Education class can be inspired to improve their health and fitness after listening to stories of people who overcame disabilities by concentrating on their health and fitness.

How To Use Storytelling As A Transformation Technique

Let us consider some of the aspects of using the technique of storytelling as a tool for effective teaching of the curriculum for human excellence.

The Science

Storytelling is a science as well as an art. Following are some of the points to be kept in mind while narrating a story.

- A story narrated in the class should not be too long. Keep in mind the concentration level and age of participants.
- The story should not have too many roles. We should be clear as to what aspects of the story are to be emphasized and what aspects to be casually mentioned.
- A storyteller should create a proper atmosphere and setting for telling the story. For example, many teachers find it very useful to gather infants around them sitting on the floor or take the children out under a tree, before telling a story.
- Simple language, voice modulation and correct speed of narration are essential. For example, suspense is enhanced by a slow speed and low voice ; anger, pride, humility and fear can be demonstrated with much effectiveness by modulation of the voice. Many times, a deliberate pause is very effective to add to the suspense of the story.
- A storyteller should look directly into the eyes of the participants while telling a story. Each person must feel that the story is told to him personally. Do not take a story book to class to read the story from it.
- The theme of the story should be according to the age group and the occasion (such as Independence Day, Janmashtami, Christmas, Guru Nanak Jayanthi, Children's day, etc). Infants have vivid imagination and would take great joy in listening to stories of fairies, the elements of nature, birds and beasts. As they grow old, they like to listen to stories of adventure, bravery and action. Older children will appreciate stories of sacrifice , national pride and valour, which arouse in them noble emotion, high ideals and commitment to a cause.
- A storyteller may use any audio or visual aids to assist in the narration. Examples are Flannel Board, Flash Cards, Folding Charts and Puppets (string, glove, stick, etc). However, it is important to remember that nothing can replace a good teacher as the best audio-visual material in the presentation of a story. Much can be conveyed through movement of hands and facial expression.



Presentation Skills

Storytelling is an important and useful tool, and it should be perfected to the level of spontaneous outflow of feelings from the heart. A storyteller needs to develop several skills for effective communication. Thus it is an effective (and affective) combination of skills and inspiration.

- First and foremost, the teacher should possess a collection of stories appropriate for highlighting different values, and practicing them will gradually improve the skills for effective communication.

You must examine every story or narration that you place before the children from the point of view of individual faith and social harmony. Does this lead the child to a better, more harmonious, a more God- oriented life? That is the question you should ask yourself. – Sri Sathya Sai(3 January 1974)

- Secondly, mere narration of a story is not sufficient. The storyteller should develop the skill to ask probing questions and discuss the answers. The aim is to teach rather than to preach. Effortlessly bring out the message of the story on them. We should remember that the qualities of love, purity, goodness and sharing already exist in the children; it is in their true nature. Hence, we do not have to force ideas into them from outside. The narration, followed by introspection, should help children to blossom these qualities.
- Begin with simple recapitulation, then move on to questions which require greater understanding to answer them. Then move on to value- based questions, which test the attitude and the decision-making ability of the children. In such cases the teacher should remain non-judgmental and be encouraging. Ask the children a title to the story; every title is value-based. Thus, the steps in questioning are
 - a) Recapitulation or Logic, and
 - b) Feeling of Compassion.
- Develop the skill not only to introduce a story at an appropriate time in the lesson/workshop but also to close the story and the questioning that follows, leading to the next point.
- Sometimes a story can be dramatized in the class (role play) or an attitude test can be held based upon the story. A story can also lead to art or group work. The story might include the use of a prayer or a quotation as part of a dialogue or a moral to be learnt. It is important to decide the appropriate allocation of time to the story and related activity for the purpose the story has been told.

Reference

Extracted from <https://sssbalvikas.in/story-telling-introduction/> , 2020 (adapted)

QUESTIONS

1. List at least 5 points to be kept in mind when narrating a story?
2. TASK

Find a story appropriate for a setting of your choice, such as a home, school, work, community meeting. Say how you will deliver the story so that it meets with the transformation experience that you wish to achieve in participants.

In your answer state

- a) What is the objective of the story?
- b) What accompanying quotations you would use
- c) What audio and visual aids you would like to use.
- d) List the questions you would like to ask to initiate discussion amongst participants.

SSSEHV In The Community

Sri Sathya Sai Education in Human Values can be conducted in the community in diverse settings and at various levels. It is important to note that the FIVE TRANSFORMATION TECHNIQUES must be used as the methodology when conducting these programmes and the CORE TENETS of SSSEHV must be infused into course/workshop content

The programme can be conducted in:

Senior Citizens Homes

A simplified programme can be conducted which is experiential in nature, such as:

- Significance and practice of silent sitting and meditation (Thumb Meditation, Superbrain yoga, Light Meditation).
- Breathing techniques and their benefits
- Prayer
- Basic yoga and fitness exercises according to their needs and health. These should include left brain-right brain development exercises.
- Massage techniques
- Brief overview of Creation
- Sense and mind control – To tie up with COD
- How to overcome stress and anxiety
- Diet
- Gardening
- God, Man and Environment
- Leadership and communication skills

Children's Homes And Orphanages

- Meditation and Guided visualisation
- Breathing exercises

- Music
- Health and exercises
- Storytelling
- Group Activities such team building activities, discussions, debates, sport
- Movie afternoons / evenings
- EHV classes

Hospitals And Institutions Such As Prisons, Social Services Department

- Health and wellness
- EHV

Schools

- Parenting programmes
- Prefect leadership programme

Youth Anti-Drug Forums And Substance Abuse Organisations Such As The Local Alcoholics Action Group.

- Meditation
- Music
- Health and Wellness
- 5 D's
- Ceiling on Desires

Sports Clubs

Throughout human history, sports and religion have been closely linked. Like religion, sports convey important lessons about values and culturally appropriate behaviour. The lessons they teach are similar, and both religion and sports use symbols as their primary means of communication.

Spirituality in sport should be visible in the fairness displayed by players and referees and in the interpersonal relationships of opposing teams or fellow competitors.

Sport can increase spiritual awareness in so far as athletes embrace the tension between renewal and failure from moment to moment, which makes sport a ritual activity

A sportsperson can glorify God with their words by acknowledging that the ability and opportunity to play their sport, regardless of how they perform, comes ultimately from God. Thus, athletes might thank God or give glory to God when they perform well or when they simply participate.

Sportspersons can be role models of integrity, discipline, determination, fair play, equal minded in winning and losing, discrimination, dedication and devotion.

Hence SSSEHV can be integrated in coaching sessions, motivational sessions, training sessions, change room discussions, team building camps.

QUESTIONS

Plan an activity for any ONE of the six categories mentioned above. Include the following in your plan:

1. What would you like to do?
2. Why would you like to do it? (objective)
3. What are some of the activities you would like to include in your plan?

Chapter Four: Module Three

The Following Topics Are Covered In Module 3

- Transformation Technique – Music and Group Singing
- Transformation Technique – Group Activities
- Core Tenet – God Man and Environment
- Core Tenet – Unity in Diversity
- Core Tenet – Brotherhood of Man and Fatherhood of God
- Lesson Planning and Presentation

Transformation Technique: Group Singing And Music

“Life is a song. ...You must pass your days in song. Let your whole life be a spiritual song. Believe that God is always everywhere and derive strength, comfort and joy by singing His glory in His presence. Let melody and harmony surge up from your hearts, and let all take delight in the love that you express through that song”

Sathya Sai Baba

Sound vibrates in space. Therefore music is associated with the element of SPACE. Group Singing is closely associated with the development of the Psychic Domain of the human personality and the core value of LOVE.

Value Of Song And Music:

In the education of the future, music for every person will be deemed as necessary as reading and writing is at present, for it will be clearly seen that it is a most powerful means for bringing life, health and strength. (Prentice Mulford 'Thought forces').

Dr T Singh of Madras proved in the 1950's that harmonic sound waves affect the growth, flowering, fruiting, and seed-yield of plants. Other scientists were able to demonstrate that harmonious music enhanced health and growth while discordant music inhibited these in plants and humans.

Songs express the language of the heart; they remove barriers and promote peace and love. Music and group singing are the most powerful tools to put the human system in harmony and rhythm.

When we sing together, we also realise the value of co-operation. Singing improves memory, instills peace, love, and appreciation, and gives a feeling of joy. Plants too respond to soothing, harmonious classical music. Studies have shown how plants respond to music by growing in the direction of or wrapping themselves around speakers from which classical music emanated. On the other hand, plants exposed to harsh, discordant music, grew in the opposite direction of the speakers.

Dr John Diamond, (Australian researcher and ex-President of the International Academy of Preventative Medicine: author of the book “Your body does not lie”) reported that heavy “rock” music impairs productivity in factory workers and academic performance in students, while harmonious music enhances these factors. He also found that certain ‘musical’ rhythms are very physically and mentally disruptive. He specifically singled out Rock and Rap, and other music with an interrupted beat. He pointed out that the uneven pulse of the music was out of sync with the body's pulse, and leads to increased weakness, increased stress, and restlessness. Even blocking the ears does not help, because our bodies also pick up and respond to the beat. He found that students' results improved considerably

when they stopped listening to Rock while studying. On the other hand, it has been found that listening to some forms of music – Baroque for instance, such as selections from composers like Mozart – can be beneficial in the classroom or study.

Reason: Their rhythms are more in harmony with the body’s rhythm. The 60 beats per-minute beat pattern activates the left and right brain. The simultaneous left and right brain action maximizes learning and retention of information. The information being studied activates the left brain while the music activates the right brain.

Music And Brain Waves

When we listen to music our brain releases dopamine which is a feel-good chemical essential for the healthy functioning of the central nervous system; it has effects on emotion, perception and movement.

Healing Music Therapy

Music therapy has helped patients with mental and emotional dysfunctionalities, strokes, neuro-muscular problems etc.

Music Therapy May Involve:

- Listening to music
- Singing along to music
- Moving to the beat of the music
- Meditating
- Playing an instrument

The table below illustrates the effects of the three components of music (feeling, tune and rhythm) on the domains of the human personality and shows the links with the five core human values.

	PERSONALITY LEVEL	VALUES GENERATED
Feeling	Intellectual Psychic	Truth Love
Tune	Emotional Spiritual	Peace Non-Violence
Rhythm	Emotional Physical	Peace Right Conduct

Musical Greats

History has shown us that music has been responsible for creating some of the world’s greatest and influential people. Music helped Thomas Jefferson write the Declaration of

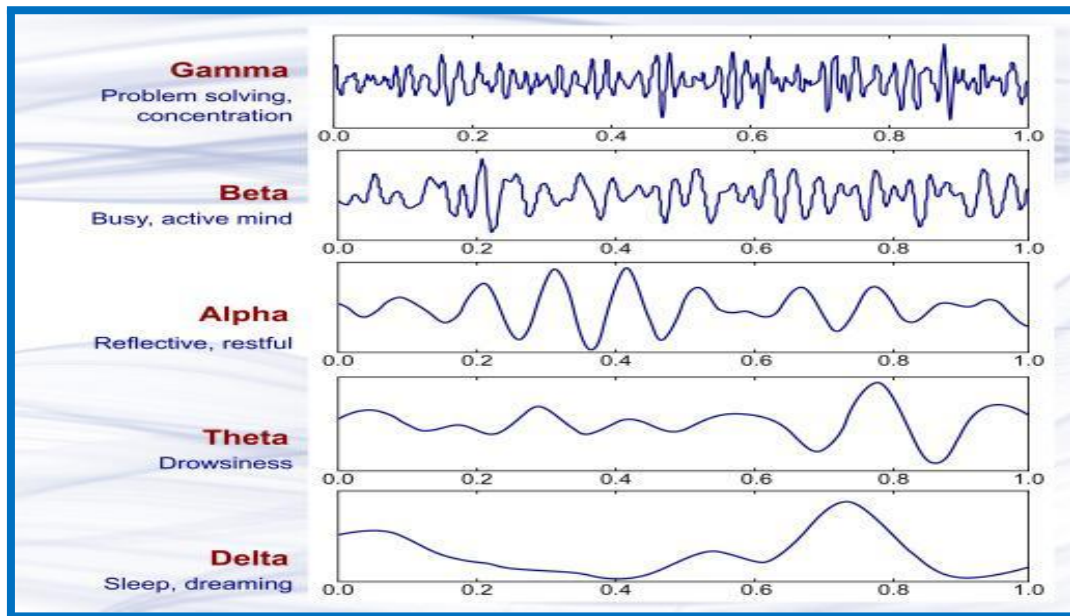
Independence. When he could not figure out the right wording for a certain part, he would play his violin to help him. The music helped him get the words from his brain onto the paper thus creating one of the political masterpieces of the 20th century.

Albert Einstein was one of the smartest men who has ever lived. When he was young, he was regarded as not smart. His teachers told his parents to take him out of school because he was "too stupid to learn" and it would be a waste of resources for the school to invest time and energy in his education.

The school suggested that his parents get Albert an easy, manual labour job as soon as they could. His mother did not think that Albert was "stupid". Instead of following the school's advice, Albert's parents bought him a violin. Albert became good at the violin. Music was the key that helped Albert Einstein unlock some of the greatest scientific discoveries and become one of the smartest men who has ever lived. A friend of his said that the way Einstein figured out his problems and equations was by improvising on the violin.

Advantages Of Classical Music

- Academic research has proven that studying in silence is less effective than when listening to the right music. When listening to this music, blood pressure, heartbeat and breathing rate lowers.
- Fast beta brainwaves decrease by 6% while alpha waves of relaxation increase by an average of 6%, synchronizing the left and right hemispheres of the brain.
- The body goes into a powerful state of alert relaxation in which it functions more efficiently on less energy, making more energy available for the brain.
- Learning potential can be improved by a minimum of 5 times when listening to this type of music.
- Learning can be improved by 24% while memory increased by 26%.
- Excellent for learning languages and Mathematics.



Examples Of Good Classical Music To Stimulate Learning

Handel's water music – Morning has broken; Bach – Air on the G-string; Strauss – Blue Danube; Mozart – Sonata for two pianos in D Major (particularly good before a test).
Group Singing in Places of Worship: Temples, Church, Christmas carols, gospel singing, Ghazals, Bhajans, Qawali, Choir.

Benefits Of Group Singing

- Cultivates unity
- Improves memory
- Instils peace and joy
- Develops self - confidence
- Builds character
- Promotes harmony and cooperation
- Values can be reinforced and unfolded through songs.

Introducing Music In Your Life

Strive to introduce music constantly playing in the background in your personal environment.

Notice the difference it makes to you. Allow yourself to be constantly bombarded by music that inspires and uplifts you. Here are some examples of music that can be used to bring about transformation:

1. Heal the world by Michael Jackson. He sings about how we can collectively bring about peace and harmony in the world. Can be used to inspire workers to go out and serve others e.g. on Independence Day. The values and sub-values that can be elicited from this song are:
LOVE: compassion, caring, friendship, helping, sympathy, empathy etc.
PEACE: Equality, happiness, understanding, reflection, harmony etc.

2. You raise me up by Josh Groban is a tribute to God or someone who has been your anchor in your life. The values that can be elicited from this song are:
PEACE- Gratitude, self-confidence, humility, optimism etc.
RIGHT CONDUCT: Courage, respect, dependability

3. Greatest love of all by Whitney Houston. Loving yourself first and foremost to spread love to others is important for your own growth. The values that can be elicited from this song are:
LOVE: forgiveness, acceptance, inner happiness
PEACE: dignity, happiness, self-esteem, self- respect, endurance

4. Hands by Jewel – This song is about rising above life’s challenges and knowing that you have inner strength and the ability to make a difference and bring about justice. Can be used as a motivational tool for anyone. The music is calm and soothing and the words very inspirational. The values that can be elicited from this song are:
TRUTH: Justice, fairness, optimism, determination, self-knowledge
PEACE: Dignity, contentment, equanimity, spirit of enquiry

QUESTIONS

1. Fill in the blanks.
Music is associated with the element of _____, the _____ domain of the human personality and the core value of _____.
2. What, according to scientists, is the impact of harmonious and discordant music on plants and humans.
3. A) What are the three components of music?
B) With reference to any one of the components listed in 3A, state which domain of the human personality it impacts most on, and the cardinal values it helps to elicit?
4. A) Explain why listening to Classical Music is very effective when studying for a test or examination?
B) What are the benefits of listening to Classical Music while studying?
C) Provide examples of Classical Music that would stimulate studying?
5. List the benefits of Group Singing?

Transformation Technique: Group Activities

Group Activities are an essential component of active classrooms and play a major role in unfolding Human Values.

Group Activities are associated with the Physical domain of the Human Personality. While it assists with the unfolding of all values and subvalues, it is particularly helpful to elicit the

core value of Right Conduct and its related sub-values such as courage, dependability, endurance, determination, perseverance, and ethical behaviour.

When engaging participants in group activities, we must take note of the following: They must be:

- Fun
- Doable
- Of an acceptable level of difficulty
- Enable teamwork
- Achieve a purpose/objective
- Involve lots of communication

Participants can be engaged in different types of Group Activities. The table below shows the types of Activities, when and where they can be used, and the sub-values associated with each type.

GROUP ACTIVITY	CAN BE USED	VALUES
Case studies	Meetings, Learners	Empathy, concern, responsibility, understanding
Role playing	Learners, work, family	Confidence, truth, teamwork, co-operation
Discussion topics/ debates	Family/friends – Religious Study circle, book clubs, work	Harmony, peace, transparency, honesty
Icebreakers	Tension breaker – any environment	Puts participants at ease, instils confidence, provides an engaging environment
Team building activity	Work, school, family (home), youth and adults	Help, care, support, share, peace, unity, encourage, motivate...
Projects	School, work, home	Selflessness, unity, teamwork, sharing

When Do We Use Group Activities?

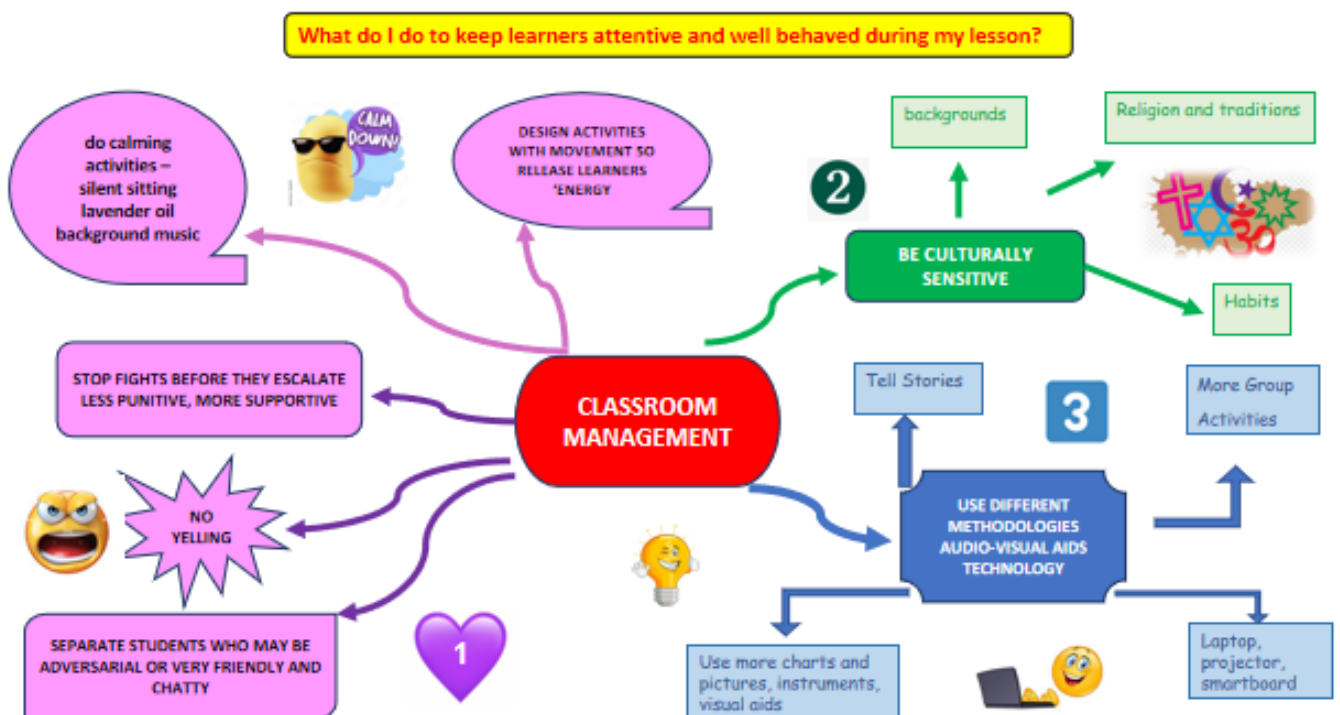
- Leadership training and team building.
- Celebrations and festivals; drama, plays/ sketches, dances, sports, games
- Study circles

- Undertaking: Service: institutional level, charity, environmental, blood camps, medical camps,
- serve the planet, energy saving, disaster management
- Bonding camps
- SSE/ SSEHV lessons
- Communal Prayers
- Projects/art
- Family/ Work gatherings, events, projects
- Team building or projects for children, adults, work teams, social groups, families etc.


What Are The Benefits Of Group Activity?

- Promotes discipline and team spirit
- Increases social awareness and responsibility
- Is a medium for practicing good manners and behaviour
- Encourages creativity
- Teaches discrimination
- Builds self-confidence
- Brings out inner talent.

Below is an example of a Group Activity that can be undertaken by educators in a Grade, Subject etc. Educators can get together and brainstorm ways to keep learners attentive and improve their behaviour during lessons. The results can be presented as a mind map.



Below Is An Example Of A Group Activity Designed To Create Attitude Towards Work.



Building Positivity in the Work Environment and Self-Empowerment
Sub-Values: Contentment, Consideration, Ethics, Understanding, Optimism

THEME OF THE EXERCISE: "If you cannot change the situation, change your perspective"

OBJECTIVE: Participants to realise that their happiness and contentment is in their own hands.

METHOD:
 Group sit in a circle.
 A fire or a dirt bin is placed at the Centre.
 Hand each participant a card with the word "NEGATIVE" printed on it.
 Each colleague to say something about the work environment that they don't like until all participants have their turn
 In the next round each participant will say how they will deal with or help themselves to cope with the negative
 Finally, all participants stand, and, in a group, say the words aloud: "If I cannot change the situation, I can change my perspective. Happiness and contentment is in my hands"
 Participants then throw the NEGATIVE card into the bin/fire and walk away.

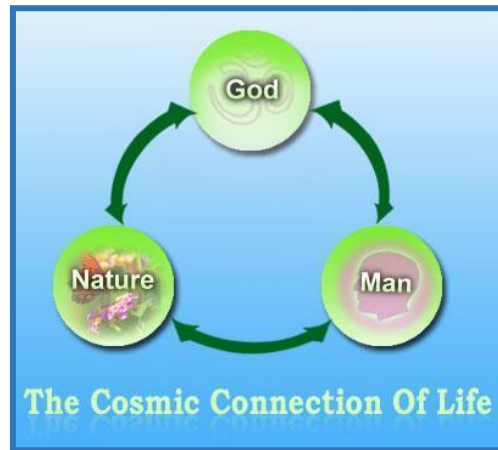
QUESTIONS

Learners in a Grade 11 class created an unhealthy, conflict-ridden environment by forming cliques. This is having a negative impact on learners. Design a Group Activity to overcome this challenge.

Core Tenet: God, Man And Environment/Nature

References

1. Ashok K. Sakhrani: Awakening to the Environment
 "The environmental crisis is in essence a spiritual crisis" Swami Tripurari Creation is the expression of the will of God. It is called Nature. Everything that has emerged from Nature must necessarily have the quality of Nature. God manifests in Nature and is to be realised by man through Nature, and there is actually no difference between God, Nature and man. We humans have lost our reverence for Nature and by our actions we have destroyed the balance necessary to keep that relationship pure, and so there are dire consequences as Nature reacts. (Sakhrani)



How Can Protecting The Planet Help Us To Grow Spiritually?

The essence of sadhana (spiritual practice) is giving love to everyone and offering selfless service (seva) at every opportunity possible. It is encapsulated in Sri Sathya Sai Baba's famous dictum: "Love all, Serve all". It extends to all Nature, including animals and plants. Our spiritual journey requires that we expand our love beyond our family and ourselves. Sri Sathya Sai Baba said: "You have to realise that Nature is a manifestation of God. Hence, Nature should not be ignored."

Widening our love to encompass Nature will help us realise that Nature is a gift from God. We can then expand our notion of selfless service to, for example, exchanging a plastic spoon for a bio-degradable option, as a means for us to offer love to the Divine Light that permeates all creation.

Pure, unselfish love towards all living beings, considered as embodiments of the Divine, with no expectation of reward, is true Love.

Sri Sathya Sai Speaks Vol. 18, Ch. 10, May 6, 1985

Within Nature, trees are perfect role models for unity and purity, while also teaching us selflessness and sacrifice. In all their rich variety and beauty, trees have been revered by humans since ancient times and they continue to deserve our reverence today, not only for the physical benefits they provide but for the spiritual ones too. They are an essential part of Nature through which we may realise God.

Effective Use Of The Five Transformation Techniques Can Help Our Target Groups Improve Their Relationship With The Environment. Below Are Some Ideas Of How This Can Be Done.

Group Activities

- Involve participants in environmental clean-up operations
- Do roadside gardening projects
- Participate in tree planting initiatives



- Have debates and group discussions on environmental issues
- Set up recycling stations in the community for plastic, paper, glass etc.

Story Telling

- Choose stories that help to create an awareness of caring for the environment
- Expose participants to case studies of environmental programmes and people who have challenged the status quo to create environmental awareness e.g. Greta Thunberg
- For younger participants, tell them stories about the importance of trees and animals and the wise use of resources.

Prayer, Quotations And Affirmations

- Use quotations to make the message of environmental awareness more impactful
- Affirmations can be personalised for participants to alter their mindset about the importance of the GOD-MAN-NATURE integration.
- Choose prayers in which participants pray for the environment, for the wellbeing of plants and animals and show gratitude to God and the elements.

Here Is An Example Of A Quotation That Can Be Quite Impactful:

“Trees teach the lesson of sacrifice in that they not only bear fruits while they are alive, but also give away their body to be used as firewood once the life goes out of them. Amongst teachers, a tree is the greatest.”

- Sri Sathya Sai Speaks Vol. 33, Ch. 17, September 29, 2000

Silent Sitting And Meditation

- Sit on the lawn or under a tree and do a guided visualisation exercise.
- Do lots of guided visualisations based on walks through parks etc. During these exercises ask participants to send love and light to all plants and animals.

Music And Group Singing

- Discuss the impact of harmonious and disharmonious music on plants and animals.
- Expose participants to the type of music that is in synchronicity with nature.
- Sing songs that extol the glories of the trees and animals, about the beauty of flowers and about thankfulness to the environment.

References

1. Ashok K. Sakhrani: Awakening to the Environment
2. Woodward, Ross: GOD, NATURE AND MAN- Compiled from the Discourses of Sri Sathya Sai Baba, Divine Print Publishers, Queensland, 2011.

QUESTIONS

Find a story on environmental awareness

1. What age group of learners/participants would this story be suited for?
2. What can learners/participants learn from this story?
3. Design an activity/task that learners or participants can do in order to experience the message brought out by the story.

Core Tenet: Unity In Diversity

Everyone can see diversity in unity. We must see unity in diversity, the underlying principle, the common Divinity in all things. The elements unite to create all manifested entities in the universe. A spotted dog will lovingly wag its tail in friendship at another dog, irrespective of whether the other dog is white, brown or black. It sees no difference in the colour or type of dog the other is. Similarly, the diverse physical features of man such as skin colour, shapes of eyes, shapes of bodies etc. are immaterial. All are divine human beings, and all have red blood running through their veins.

Short Story:

Our hand has five fingers, and each of them has a specific duty assigned to it. All the fingers work in unison and harmony while performing a task. Once an argument ensued among the five fingers of the hand as to which finger among them is the great. The thumb claimed, "It is not possible to undertake any work without me. Hence, I am the greatest." Then the index finger smiled and said, "Look here, Oh thumb! How can you perform any task without my support? Moreover, I am used as a pointer to identify individuals. Hence, I am greater than you." The middle finger intervened and said, "There is no point in what you say. I am the tallest among all the fingers. Two of you on one side and two on the other are serving me as ADCs. Hence, I am the greatest." Then the ring-finger said, "I feel like laughing at your ignorance. Don't you know that people adorn me with gold rings studded with precious stones like diamond, emerald, topaz, etc.? Hence, I am your king." In the end, the little finger said, "I always lead from the front when it comes to teaching a lesson to someone and punishing the guilty. Hence, I am your leader, and you have to follow me."

As the fingers were arguing among themselves in this manner, the heart intervened and said, "Oh ignorant ones! Each one of you is as important as the other. One cannot perform any task if there is no unity and harmony among you. In fact, you represent the five human values, which are like five life-breaths of a human being." Hearing these words of wisdom, the five fingers realized their mistake and bent their head in shame.

- Sri Sathya Sai Speaks Vol 38

http://dl.radiosai.org/DD_2005_08_17_EDU_CONF_INAUG.mp3

Sathya Sai Baba Talk On Unity In Diversity:

"When the mind is divergent, the reception is unclear or meaningless. The Sun shines over a pond. The water has ripples due to wind. The Sun appears unsteady in the pond. But, only the image wavers, not the Sun. The waves in your mind make you perceive Divinity in

various moods, names, forms. But Divinity is One. It is not Divinity but only your feelings that change with time. Meditation is the process of uniting the mind's scattered thoughts."

Example:

"Names and forms are different. Here is a plate, a tumbler, and a spoon. The value of each object is also different. But the value of silver, whether in the plate, tumbler or spoon is the same. Divinity has assumed the name and form of every single entity in Creation."

"You may respect and value one person and ridicule another. These are attitudes based on the behaviour of those persons."

"Do not develop opposition or differences amongst yourselves. Controversies give rise to many troubles. Even if somebody makes you angry, do not fight with him or her. Understand that, by fighting with others, you harm yourself. Control your thoughts. Along with education, acquire Educare. It will give you everything you need - health, happiness, peace, and prosperity. Everything will become good if you make your heart pure. From today onwards, yearn and take the right path. You must strive for unity in all matters."

- Sri Sathya Sai Baba

*"Nations are many, but Earth is one
Beings are many, but Breath is one
Stars are many, but Sky is one
Oceans are many, but Water is one
Religions are many, but God is one
Jewels are many, but Gold is one
Appearances are many, but Reality is One."*

Scientific Investigations Into The "Truth Of The One"

In the following examples, it is shown that in Diversity there is the inherent principle of "Oneness" This is the principle of Truth.

Galileo

Everyone must understand the universe and the nature of the individual souls living in it. Those who recognize the secrets of the Cosmos and of the beings living in it can understand the nature of Divinity.

Since ancient times, men of wisdom have investigated Nature. The astronomer Galileo discovered many facts about the universe. The Earth revolves at a speed of 18,500 miles per second. It circles the Sun once a year. "Who is turning the Earth? Why does it revolve? What is the basis for its revolution?" asked Galileo. He found that the parabola is the basis of motion. If there is such a basis for even small objects, there must be significance to the Earth's movement as well. Once upon a time the Earth was hot. Then it took millions of years to cool down. Why should the burning planet revolve? Galileo pondered the answer

to this question. Rotation causes day and night, which provide opportunities for men to undertake action.

Revolution produces seasons, which are responsible for rain, harvest, and food. Every act of God, big or small, is for the good of mankind. There is a hidden power running everything. Galileo recognized it and called it God. Therefore, a natural scientist recognized this unchanging power.

That which is present always is Truth. Within this Truth we find both worldly and spiritual knowledge. It is not possible for anyone to know this power through any means. To know the unchanging power behind Nature is to know God. This is what Galileo finally concluded.

Einstein

Einstein, the father of modern science, talked about the interchangeability of matter and energy. He said that these could neither be created nor destroyed. But energy may change forms. How?

Magnetic energy can be turned into electricity, electricity into atomic power, atomic power into light and light into heat. Students should recognize a small fact. You can create water by combining hydrogen and oxygen. But who created hydrogen and oxygen? Water is the effect, hydrogen and oxygen are the causes. Nothing can exist without a cause. The effect gradually changes. That which changes is science. The changeless cause is spirituality. Thus, we realize that all Diversity is united by the Truth of the One Human Life.

In human life, as a practical and spiritual necessity, we must cherish both the unity of our species and our distinctness as individuals. From the scientific point of view, both the human species as a whole and each human organism are definite realities, while group identities between those poles, notably race, are much less definable. We must preserve the sense of unity and the sense of diversity and multiplicity. We must recognize that the One and the Many are the same thing viewed from different angles. The One is the Many. The One is manifested only in and through the Many. It has no separate existence apart from the Many. Equally the Many are the One. Even during their temporary separation, they are always part of the One, and always united with the One. Every one of us is always part of the One and can unite with the One at any time we choose.

Does It Matter?

Does it matter what colour skin you have?

Does it matter what language you speak?

Does it matter that what you wear is different?

Does it matter that we are different?

Does it matter that we wear different shoes?

Does it matter that we have different hair colours?

Or how do we learn?

Ref: Summer Showers in Brindavan (1990, 1995)

QUESTIONS

Choose one of the following environments:

- A. Home
- B. Your Community
- C. Your workplace

Explain how you would promote the concept of Unity in Diversity in the environment chosen. Remember to use the transformation Techniques in your strategy.



Core Pillar: Brotherhood of Man And Fatherhood of God

The lack of a feeling of brotherhood among the people of the world has resulted in, amongst others:

- A massive unequal distribution of wealth among the peoples of the world with the rich getting richer and poor becoming poorer.
- A lack of caring for the poorer sectors of the human population which has resulted in millions of people living without their basic rights to water, food, shelter, adequate medical care, and education.
- Poor countries becoming the dumping ground often not fit for human consumption or of a very poor quality for goods and industrial waste produced by developed nations.
- Corruption on an unprecedented scale by greedy politicians and their corporate co-conspirators. This has robbed billions of people of their right to a dignified life.
- Not enough compassion and empathy being shown to help the needy and destitute.

Sri Sathya Sai Baba says: *“There is only one caste, the caste of humanity.” AND “All are one my child, be alike to everyone.”*

On a hand, each finger has a different size, and each is suited to perform a different function, but all the fingers need to work together to perform the function or functions for which they were designed. Just as all fingers belong to the one hand so too do all humans belong to the human race. Each person is born to perform a certain duty and together all human beings complement each other very much like the components of an ecosystem. Brotherhood constitutes a fact of relationship between every personality in universal existence

God is the Father for all of mankind. As children of God, all men are brothers. Sri Sathya Sai Baba says that children should grow in the awareness of the Fatherhood of God. Humanity must be seen as a single race.

Just as a beautiful garland is made up of flowers of various hues, size and fragrance strung together, the human race is also made up of men and women of different complexions and languages.

Again, just as a garland is strung together by one thread, which is common to all flowers, the human beings also have the same Atma or life force as the core. This obviously means that a common thread binds all humans on the face of earth and therefore are brothers, east or west, black, or white. Hence, the Fatherhood of God and the Brotherhood of Man. Brotherhood constitutes a caring for each other and of sharing the resources of the earth.

QUESTIONS

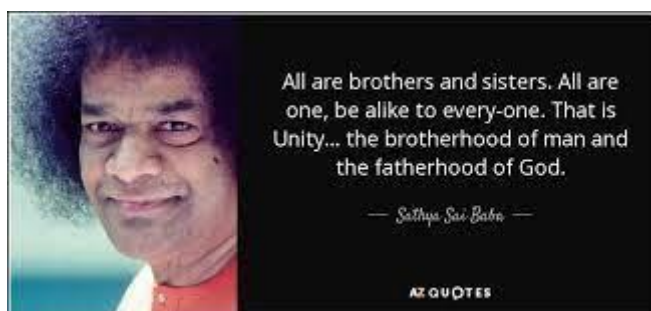
You work in a multiracial and multicultural environment. You have noticed that respect for and tolerance of the different cultures in your work environment is quite low.

Design a Role Play in which you will highlight the issues of respect and tolerance using the theme: BROTHERHOOD OF MAN.

Lesson And Activity Planning

This section tells you about the different types of Lessons and Activities using the five transformation techniques of Silent Sitting and Meditation, Prayers, Quotations and Affirmations, Storytelling, Group Singing and Music, and Group Activities

SSSEHV touches all aspects of the Human Personality and addresses every aspect of life. It combines secular and spiritual education. Educators should therefore use every opportunity at their disposal, whether in a formal or informal environment, to facilitate transformation. The proper planning of lessons and /or activities both within and outside of the school environment which have a human value or values as an objective is crucial for individual and social transformation. Both, secular and spiritual education – integrated harmoniously



with ethical, physical, and metaphysical teachings – come together in a philosophy and

theory of education that help human beings to attain happiness and fulfilment in life. This in turn will reflect on human relations and society at large. Two main approaches can be used when planning these lessons. They are discussed below:

Approaches To Lesson Planning

The Direct Approach

This approach is used in a classroom/learning space when a specified time is allotted to bring out the inherent human values through the five teaching techniques of silent sitting, storytelling, prayer and quotations, group singing and group activities. By employing a variety of ways of expressing a value through the practical application of the energy of love, the direct approach makes a deep impact on the children. A period or session allocated on the school timetable, a community or orphanage schedule, a work environment etc. can be the ideal time to adopt the Direct Method for unfolding Human Values. It can also be done at a school assembly.

An Integrated Approach

This approach can be adopted to highlight values in the subject of the curriculum, e.g. Mathematics, Languages, Natural Sciences and Social Studies. Values can be integrated into co- curricular activities so that the total school environment is conducive to the inculcation of values. In such a lesson, the lesson plan will have a two-pronged objective, that is, the objective of the secular content of the subject as well as an objective for the human values which can be elicited through that content. This approach can also be used in the workplace, in orphanages, old age homes, prisons, community service groups etc. Staff meetings, workshops, community gatherings and youth programmes are examples of opportunities to integrate Human Values.

When using the Integrated Approach we must ensure that we use some or all of the Transformation Techniques of silent sitting, group singing, group activities, prayer and quotations and storytelling to effect the desired transformation.

Samples 1 And 2 Give You Samples Of Lessons (Simplified) Using The Direct And Integrated Methods.

Activity Plan

An Activity Plan incorporates SSSEHV in activities that are being planned either at school or outside e.g. at work, in the office, a community centre etc. Examples of activities include team building exercises, sports days, youth awareness programmes, recycling projects, art competitions, seminars and so on.

A Simplified Example Of An Activity Plan Is Given Below In Sample 3.

Sample One

Sri Sathya Sai Institute of Educare – South Africa (SSSIE SA)

DIRECT METHOD LESSON PLAN

Name of Student: John Doe

Student No. IC 1234

TOPIC: RIGHT SPEECH

Duration: 60 min (2 x 30 min)

VALUE/S	Love	
SUB-VALUES	Kindness, Consideration	

Objective: Learners will evaluate the impact of their speech on themselves and others and recognise that they must choose their words carefully

Age Group Of Learners: 11 – 12 yrs.

Grade / Sse Group: Grade 6

Learning Environment: (state if school classroom, SSE “classroom”, school assembly, workplace, etc.)

School Classroom

	the story Relate it to the quotation		
SONG/ GROUP SINGING	Love One Another As God Loves You Sing the song to learners Teach learners the song Learners to sing the song as a group Discuss the meaning of the lyrics	Song Copies	Sai Sangeetam
GROUP ACTIVITY	GAME: THE WHISPER CHAIN Divide the class into 2 groups The first person from each group is given a negative message. The message is passed on in the group in whispers. The last person reveals the message. Learners discuss their feelings when they hear the message. Repeat the exercise with a positive message. Write words on the chalkboard associated with the negative and positive emotions which students felt when they heard the messages. Discuss the impact of kind and unkind words on people.	Chalkboard	

Sample Two

Example Of An Integrated Lesson

Subject: NATURAL SCIENCE

Grade: FIVE

Term: ONE

Topic: FOOD CHAINS

Duration: 1,5 HOURS (3X30min)

Note To The Educator: Please note that this is not a full lesson plan. This document presents ideas for integrating Human Values into the secular school curriculum.

Secular Objective: To illustrate the movement of energy/ energy transfer in a food chain

Values Objective: To show how we can learn the values of love and righteousness and related sub-values from nature's food chains and practice them in our lives.

Core Value/S	Sub-Value/S
Love	Generosity, Selflessness

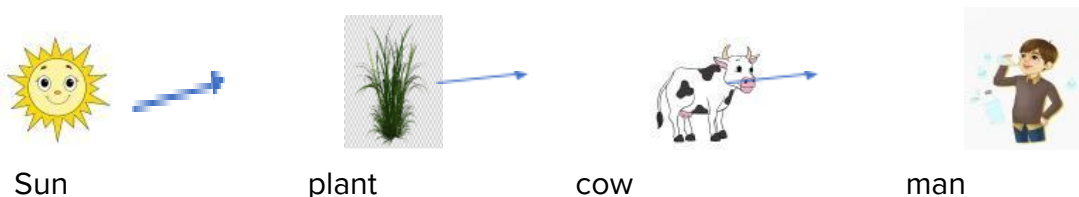
Resources

1. Cards with the following words/pictures: sun, plant, cow, man
2. Prestik
3. Pieces of cheese
4. Glass of milk
5. List of values and related sub-values


Method

- A. Show learners the cheese? (Stick the picture/word “cheese” on the chalkboard) What is cheese made from? (Milk – show learners the milk)
- B. Where does milk come from? (Cow – show learners the word or picture of the cow – stick picture/word on chalkboard)
- C. How is the cow able to make its milk? (From the food it eats – which is? – plants. Stick picture/word “plant” on the chalkboard)
- D. Where does the plant get its energy from? (Sun – stick picture/word on chalkboard)

Use arrows to develop the following food chain:



Discuss The Integration Of The Cardinal Value And Sub-Value With The Content

Example	Value	Sub-Value	Discussion	Application
	Love	Generosity Selflessness	Gives without expecting anything in return. All energy sources on earth have their origin in the sun	Think of a time when you were being generous. Did you ever give without expecting

				anything in return?
	Right Conduct	Dependability Self sufficiency	We can depend on the sun to rise daily and provide its energy to earth. It uses its own gases to make energy.	Are you a dependable person? In what ways can you become self-sufficient?

GROUP ACTIVITY

In your group, have a discussion of each of the components in the food chain above (plant, cow ,man). Then complete the table below. Use the example above to guide your discussion.

	VALUE	SUB-VALUE	DISCUSSION
Study the values chart and complete the table for each of the components on the above food chain			

Life Skills Application (Integration Across The Subjects)

Just as we have a food chain so too do we have a chain reaction of human feelings.

Discussion

Consider the following scenarios:

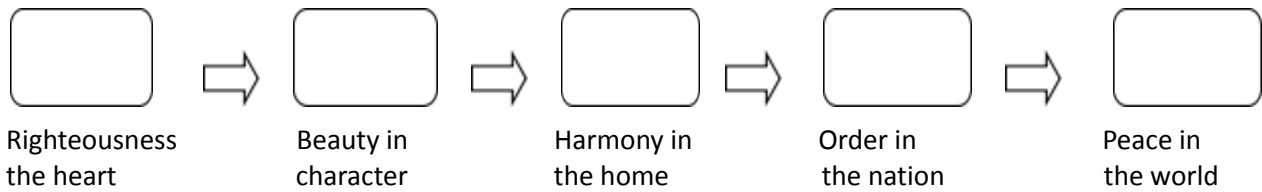
- The teacher walks into the classroom, and she is looking very sad about something. How does this make you feel?
- A teacher walks into the classroom feeling happy and excited about something. How does this make you feel?
- Why did the teacher’s sadness/happiness affect you?
- Feelings of love, happiness, peacefulness, sadness can be passed on from one person to another in the same way that energy is passed on from a producer to a herbivore, to a carnivore etc.

Integration At World/Universal Level

Let’s look at the peace chain below:

How many of you would like to live in a peaceful world?

Let's see where world peace begins. Fill in the correct answers in the blocks.



THE PEACE CHAIN “Where there is righteousness in the heart, there is beauty in the character. When there is beauty in the character, there is harmony in the home. When there is harmony in the home, there is order in the nation. When there is order in the nation, there is peace in the world.” – Quoted by many great leaders e.g. Confucius, Abdul Kalam and Bhagawan Baba

Have a discussion on how righteousness in the heart can eventually lead to world peace. World peace starts with the individual/learner.

Sample Three

SAMPLE OF AN ACTIVITY PLAN (simplified)

Name Of Student: John Doe

Student No. IC 1234

Activity: (E.G. Recycling, Art Competition etc) Art Competition for Independence Day

Grade: 6

Duration Of Activity: (E.G. 1 HOUR, 1 WEEK etc.) 3,5 hours

Objective: At the end of the activity students will show an appreciation for the country in which they have been blessed to be born

Values/Sub-Values To Be Elicited By This Activity

Value/S	Non-Violence	Love
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Sub-Values	Citizenship, National Awareness, Appreciation Of Other Cultures And Religions	Tolerance, Kindness
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Resources: CD player, art paper, paints, crayons, magazines, national flag

Methodology (The How, what, When and Where of the Activity including the Transformation Techniques that will be used. Ideally you should provide a step-by-step breakdown of how the activity will unfold):

Methodology

(Pupils will be informed of the competition theme prior to the lesson and will be asked to bring some material they may want to use in the Artwork for the competition). The activity will take place in the school hall.

1. Begin the session with silent sitting and visualisation – walk through a park – 5 minutes
2. Explain the task. E.g. Why Independence Day and the Importance of this Day. The country's diversity (people, nature etc). Set out the rules of the competition. – 10 minutes
3. SONG: National Anthem (all participants to sing together) – 5 minutes
4. STORY: The Man who Led the Country in its struggle for Independence – 20 minutes
5. Discuss the values and sub-values identified above – elicit them from the story and the song (anthem) – 10 minutes
6. Distribute the resources for the artwork – 5 minutes
7. Learners to do their artwork. (1 hour 30 minutes)
8. Learners to discuss their artwork (what is depicted therein) - (45 minutes)

Post Activity

1. Have an independent panel to assess.
2. The winner to display his/her work at the school assembly and explain the artwork to the assembly.

QUESTION

Refer to the appropriate Lesson/Activity Plan template in Guide Two. Plan a lesson/activity using the template given.

DEFINITION OF LEADERSHIP

There are an innumerable number of definitions of “leadership”. In the main, “Leadership is the capacity to frame plans that will succeed and the faculty to persuade others to carry them out in the face of all difficulties ...” (Lord Moran, Medical officer, British Infantry Battalion, WW1). It includes capability (capacity to frame plans) and effectiveness in implementation. Leadership is essentially about the leader investing in his most valuable resource – HIMSELF. What leadership really is about is summed up in the two images below:



In any situation, no matter at what level or how complex, leadership amounts to: KNOWING WHAT TO DO + GETTING THINGS DONE. This applies to any leader, whether in a home, work, student or community environment.

Qualities Of A Leader



When one looks at the leadership qualities given in the above Leadership Chart, one might be mistaken into believing that these qualities belong only to leaders in the workplace such as managers and CEOs of companies. However, when you consider your role, your duty, your obligation to fulfil your responsibilities as a householder, home executive, family member, community worker, student, teacher, administrator, brother, sister etc. you will find that these qualities of leadership apply to you as well. All Educarers, in whatever position, must aspire to incorporate these qualities in their daily lives.

Good Leaders Vs Great Leaders

The world of the past and present has produced many great leaders in politics, finance, industry, medicine and so on.

Great Leaders may be effective but may not be good. E.g. Hitler. They subscribe to Individual Discrimination, that is, they are self-centred with their actions based on their Ego, pride and greed. Their focus is mainly on self-gratification. This has resulted in the SEVEN DANGERS OF HUMAN VIRTUE, cited by Mahatma Gandhi:

-
- A hand-drawn list titled "GHANDI'S 7 DANGERS TO HUMAN VIRTUE". The list contains seven numbered items:
- ① WEALTH WITHOUT WORK
 - ② PLEASURE WITHOUT CONSCIENCE
 - ③ KNOWLEDGE WITHOUT CHARACTER
 - ④ BUSINESS WITHOUT ETHICS
 - ⑤ SCIENCE WITHOUT HUMANITY
 - ⑥ RELIGION WITHOUT SACRIFICE
 - ⑦ POLITICS WITHOUT PRINCIPLE

Good Leaders are effective and make a positive difference in the world. E.g. Mahatma Gandhi; Nelson Mandela, Mother Theresa and Abraham Lincoln. They subscribe to

Fundamental Discrimination, displaying a Spirit of Sacrifice and Selflessness and their focus is on the greater good, the welfare of society. Good leaders are competent, skilled, secure, and considerate. These leaders find time for everyone; they are genuine and authentic in their communications and actions. People matter to them, and they openly demonstrate this by their words and actions.

The Educarer As An Agent of Change

Leaders can discharge the tasks they take up properly only when they understand the true significance of humanness. No one can really be a good leader without rising above self-interest. The practice of Human Values is key to creating a better society. If we want to transform the socio-economic and political landscape of the world, to one in which each and every human being living on this planet gets his or her fair due of the Earth's resources, the need of the hour would be to have Educarers as agents of change in positions of leadership. In this section the focus is on the importance of the leader having Faith and Confidence and putting the 5 Ds into practice in his/her daily life.



The Qualities Of Faith And Confidence.

Man's intellect houses his discriminatory function.

The ability to discriminate distinguishes man from the rest of creation. It is this faculty of discrimination that directs man to the realisation of the TRUTH of his Being. Faith and Confidence are two vital qualities needed not only to realise this truth but also to achieve the objectives leaders set out for themselves, their organisations, institutions, families and so on. Confidence means feeling sure of yourself and your abilities — not in an arrogant way, but in a realistic, secure way. Confidence isn't about feeling superior to others. It's a quiet inner knowledge that you're capable. Confident people feel secure rather than insecure. Leaders must display faith in their ability to achieve their goals and confidence in the pathway to those goals. The twelve Apostles of Jesus Christ had faith in their Master's teachings and the confidence to spread His teachings far and wide to achieve the objective of taking His word to the masses. Here is a story related by Sri Sathya Sai Baba which speaks of the importance of Faith and Confidence in leadership.

The Story Of A Little Sparrow By Sri Sathya Sai Baba

There was a huge banyan tree in a forest, spreading out its mighty branches. Each of these mighty branches bore many smaller secondary branches which in turn bore many more. This kind of repeated branching resulted in small twigs with leaves on them. On one such twig sat the little sparrow. The sparrow was chirping away merrily. Its high-pitched notes filled the air and resonated through the forest. It was a happy song.

Suddenly, there came a strong gust of wind which soon developed into a storm. At first, the twig on which the sparrow sat, began to quiver and quake, shiver and shake. As the wind grew in its strength and intensity, the whole branch began to sway uncontrollably. Soon, the

huge banyan tree itself was reeling under the impact of the powerful storm. It was trembling as the furious wind began to lash at it. In a moment, the little branch on which the sparrow was sitting snapped. The branch fell to the ground.

What happened to the little sparrow? “Nothing happened to the sparrow because it just flew away. It fluttered its wings even as the branch broke, and it just flew away.” The sparrow escaped unhurt because it did not depend on anything external. It was truly 'independent' in that sense.

The Lesson From The Sparrow

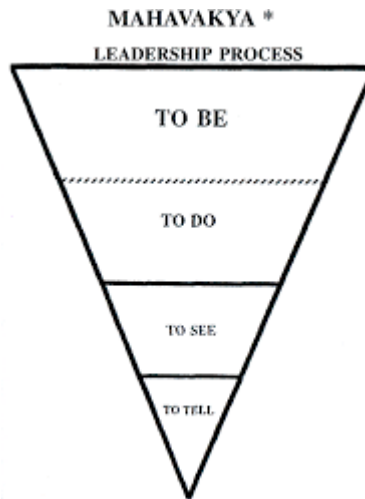
“The sparrow was saved because it depended on its wings rather than taking support and assistance from the leaves, twigs or branches of the tree. In your life too, you will see that your perch is disturbed by the winds of change. Problems and disasters all strike with force and seem to have the capacity to uproot you. At such times, do not depend on the flimsy twigs or even the seemingly sturdy branches that the world offers to you. Depend on your wings, you will always be safe. What are these wings? They are the wings of faith and self-confidence.”

If one examines carefully, one realizes that faith in God leads to self-confidence too. And that happens because one's faith that the Lord is always there to provide and take care gives one the confidence that he/she needn't depend on anyone or anything else. God will take care of all that is necessary. That knowledge brings true 'independence and 'self' confidence.

Self-confidence and faith in God always go hand in hand. One without the other is not only meaningless but also impossible - just as flight needs the bird and the wings; travel needs the feet and the way; sight needs the eyes and the form. True success in life, likewise, needs both - Faith and Self-Confidence.

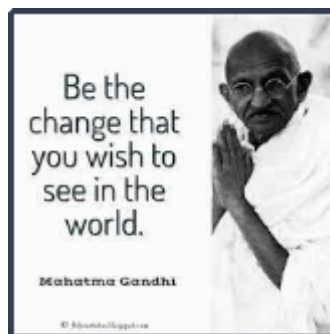
The Leadership Model

The Educare practitioner should aspire to become an exemplar of human values. Thus he/she must first and foremost uphold the “To Be” principle of leadership. Sri Sathya Sai Baba summed up the leadership transformation process in FOUR succinctly powerful statements:



To Be

This process involves trying to understand the TRUTH of who you are, from a spiritual perspective, and then living that purpose as a role model. It is the aggregate of all there is in a person. Therefore it is illustrated as the largest component of the leadership process. Your Authenticity and Integrity are crucial to the unfolding of “To Be”. This is the beginning and end of leadership; To Be is the Source of leadership values, qualities, and knowledge. TO BE means the total of all there is in a person, composed of his values, his qualities, and his knowledge, in other words, his total being. TO BE is shown as the first and largest component in the leadership process. This is the reason for the holistic and practical approach to leadership. As Mahatma Gandhi said:



Unfortunately, the TO BE cannot be taught. It is an art that can only be acquired by self-effort. Character transformation depends less on age than on the sincerity of the effort. The following may help in the transformation process:

- Keep a self-development diary which should incorporate investment in the health of the body, investment in the health of the mind, investment in spiritual health, and investment in the health of society.
- Assess your level of happiness by viewing the number of your desires fulfilled against the number of desires entertained. Leaders who reduce their material desires and become more human values oriented have a high Happiness Quotient. One has to cleanse the consciousness.

- Make the time and maintain the will power to persist

Ultimately the leader's effectiveness is dependent on his/her interpersonal relations rather than organisational status.

To Do

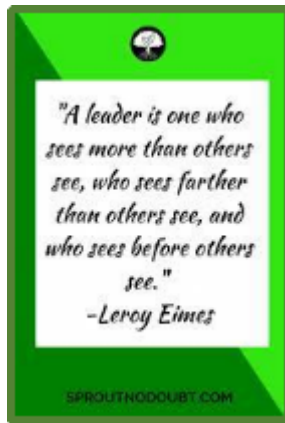
To act from the Highest TRUTH, i.e. follow the Conscience. TO DO indicates that the best style of leadership is to lead by personal example; to practice what we preach. Personal examples are the most potent way to influence people. Personal examples can only be set if the TO BE of the leader is worthy of emulation. The link between the TO BE and TO DO overlaps and can be seen from the perforated line in the diagram above.



Benjamin Franklin who was President of the United States kept a TO DO list, which he checked daily, based on 13 virtues which he felt he needed to change. These included: temperance, speak only when necessary-avoiding trifling conversation, sincerity, justice, cleanliness, tranquility and humility. In this way he was able TO DO what he desired TO BE.

To See

This indicates that the leader must be in complete touch with the realities of the environment in which he works. He/she must be well informed of the problem or issue, evaluate options to deal with them and set up a plan of action. The leader must get proper feedback and SEE the progress of work.



To Tell

Manifestation (Resonance) Conveying to others what needs to be done. Instructions must be clearly understood. Channel of communication is heart to heart and not head-to-head. Depends on the strength of TO BE and TO DO. If these are present, few words are necessary. From the quotation below one can surmise that teams will understand and be able to deliver better when leaders, by their own behaviour, values and attitude are an example of what's expected of them.



The entire process of leadership is held together by SELFLESS LOVE. Sri Sathya Sai Baba says: *“Love lives by giving and forgiving. Self lives by getting and forgetting”*

Here is a simple story from Swami Sivananda, an Indian Guru and Saint, that encapsulates the message of the above Leadership Model:

Practise Yourself Before You Begin To Preach By Swami Sivananda

A certain old man took his boy who was addicted to eating too much sugar to a Saint and addressed him, “O Santji, my boy eats a lot of sugar. Kindly advise him to give up eating sugar.” The Saint said, “Come after fifteen days.” The Saint himself used to take a lot of sugar like the boy. He gave up eating sugar for fifteen days. He found no trouble or mental disturbance. When the old man came on the fifteenth day with the boy, the Saint addressed the boy with great force, “My dear boy! Give up this habit of eating sugar at once.”

The old man asked the Saint, “O Sadhu Maharaj! Why did you not advise the boy on the first day?” The Saint replied: “I was myself a victim of the sugar-eating habit. How could I then be

able to advise others? I gave it up for fifteen days. I corrected myself first. How can I preach to others when I am myself filled with these qualities?” The advice of the Saint had a very great effect on the mind of the boy. He gave up eating sugar from that day.

The moral of this story is that you must put a thing into practice before you begin to preach. Only then will it produce a lasting impression on others.

Example is better than precept. (Ref: Yoga in Daily Life. Story extracted from Antaryamin’s Blog)

The W.A.T.C.H. Method For Transformation

This is a transformational methodology of Leadership that incorporates the Core Tenets of Head, Heart and Hand (3HV) and Human Values. It is a method which provides people who are interested in self-development with a means and device to observe their own individual behaviour and if motivated thereafter, to take steps and initiate changes in personal behaviour. In an era where the digital side reigns supreme, taking a more human approach to your leadership style is essential. The acronym W.A. T. C. H. stands for:

W – Watch your WORDS

A – Watch your ACTIONS

T – Watch your THOUGHTS

C - Watch your CHARACTER

H – Watch your HEART

Words

Words have power. Therefore they need to be chosen wisely. As leaders we may not always be able to oblige but we can always speak obligingly. Albert Einstein said:” I speak to everyone the same way, whether he is the garbage man or the president of the university.” Words are sounds and have an energy and vibration of their own. Once spoken, they cannot be taken back. Negative words increase the negative energy of the surroundings whereas kind and loving words contribute positively to the surroundings. The tongue is a small thing, but it can do enormous damage. Therefore, before we speak, we must THINK. Is it True; is it Helpful; is it Inspiring; is it Necessary; is it Kind? If it does not meet these criteria, you may find that the best option is not to say anything at all. Responsibility demands that leaders underscore their words with good examples. That is, they use language to affirm dignity, truth and compassion.

Actions

Actions speak louder than words. Therefore in the Leadership Model cited above, the TO DO principle comes before the TO TELL. Teams like to see their leader “walk the talk”, so that by his actions, the leader provides a “case study” of what is expected of his team. Amongst others, the leaders’ actions must promote love, cooperation, duty, responsibility, caring, justice, harmony and positive team dynamics. The leaders’ actions must reflect the

wisdom of his/her leadership. This is not only an effective transformational strategy in the workplace but an effective parenting tool in the home.

Thoughts

Purity, harmony and divinity of thought, word and deed is true humanness. Your thoughts reflect who you are. A leader, such as a manager at work, a parent, a teacher etc, who constantly thinks negatively, spreads negativity into his/her environment which subtly decreases the morale of those around him/her. In a workplace this eventually affects productivity. Leaders must strive to purify their thoughts. No matter how long we have been at our jobs, or even how much we love our jobs, chances are that at some point, you would have experienced negative thoughts and emotions at the workplace. It is important to not let negative thoughts and emotions overwhelm us at work or at home. When one becomes negative, it affects our performance and happiness.

So How Do We Act Upon Negative Thoughts?

Practicing silence and meditating, eating a proper diet, watching what one takes through the senses e.g. the movies we watch and keeping good company all contribute to the purification of thoughts.

Eugene Lau in his article; “Negative thoughts in the workplace and how to fight them” suggests the following (which is also applicable in a home environment): When a negative thought comes up, ask yourself, is this true? Be objective. List down the facts and analyse the thought. Self-talk will help you feel better and respond in a more helpful way. This will benefit you, your family, colleagues etc. If you find yourself too entrenched in the negative thoughts/situation, physically remove yourself. go get a cup of water or get out of the office for some fresh air. Come back to the issue when you have a clearer train of thought. If you find yourself talking harshly to yourself and dwelling in negativity, take a moment to think about your strengths. What have you been praised for? What do you like about yourself? From here, try to understand that everyone has their strengths and weaknesses. Instead of hating yourself for what you are poor at, think of how to improve.

Character

Character is by far the biggest component of leadership. Generally, a man of character:

- Is honest
- Has a sense of duty and obligation to his position
- Gives to others their due
- Is considerate to the weak
- Has principles and stands by them
- Is loyal
- Can be trusted
- Is neither too elated by good fortune nor too depressed by bad.

Burrows: Sathya Sai Parenting

1. Children have to be raised to become persons of character. Parents have to set personal examples and become the role models for children to emulate. Parents must BE and DO. Therefore, an awareness of their own TRUTH, a sense of responsibility, purity, harmony and divinity in thought, word and deed, inexhaustible love and the practice of the 5 D's are essential for leadership in the home.
2. In the home, the mother is the main architect of the character of her children. Good children build a good nation. This process starts in the womb. The father has to devote time to the family if a happy and harmonious environment is to prevail. He needs to do this by setting a good example. Parents should ensure that in their home:
 - All children are treated equally
 - Truth prevails
 - There is an atmosphere of love and respect that flows from parent to child and from child to parent.
 - They are not too judgemental. They forgive and focus on issues instead of character bashing
 - Always answer their queries
 - Be constant in their moods and affections
 - Keep close to them
 - Provide for their physical, emotional, psychic, intellectual and spiritual needs
3. Only when the TO BE and TO DO is realised can the TO SEE and TO TELL be effective in the home.

Teachers

Knowledge, although important, accounts for a small percentage of the capability of an effective leader. The rest is character. "The end of education is character." (Sri Sathya Sai Baba). The teacher has to shape and enrich the character and wisdom of the learner. TO DO this, the teacher has to ensure that he too is a person of good character (TO BE), a role model for learners. The process of developing leaders requires that the teacher:

- Knows his pupils well - their strengths and weaknesses
- Teaches children to educate themselves. Knowledge is a means to a greater end.
- Has to teach the virtue of concentration
- Integrates knowledge with an education based on Human Values. He or she has to be an Educarer.
- Uses tried and tested methodologies for character transformation, such as, Silent sitting and meditation, prayers and quotations, group singing and music, storytelling and group activities.

The key to effective leadership lies in love. "A good leader knows his people better than their mothers do and cares even more" (Sri Sathya sai Baba) This formula works with

unfailing success at all levels of leadership-family, institution, community, nation, humanity. To lead, and to lead well is the most exciting and joyous role a man can play.

Practice The 5 D's

The practice of the 5D's, that is, Devotion to duty, Dedication, Discipline, Determination and Discrimination is leadership in action. It's what separates "the men from the boys" in leadership. These are qualities that turn ordinary leaders into extraordinary ones. Below are examples of great and good leaders who practiced the 5D's. A common thread that runs through all of the leaders cited below is that they all practised fundamental discrimination and overcame adversities to achieve their desired objectives whether for themselves, their families or Organisations.

Devotion To Duty - Mother Theresa

Devotion is the highest form of love. Service to the Lord is the highest expression of devotion. Mother Teresa's unforgettable devotion to help the world's poorest, most impoverished and vulnerable people left a lasting dent in the world. Sathya Sai Baba says: "Duty without love is deplorable. Duty with love is desirable. Love without duty is divine." It is important for leaders to display a strong sense of duty and devotion to the roles that have been bestowed upon them.

Dedication - Nelson Mandela

Dedication refers to a commitment to a task, ideal or objective. Very few individuals personify dedication and patience like Nelson Mandela. Mandela was neither a politician nor an opportunist, but a man deeply committed to improving the lives of his people and applying the same message of freedom and equality to all nations. He forgave his oppressors and paved the way for interracial reconciliation in South Africa. His parental attitude to the people of South Africa, earned him the title of "Father of the Nation".

Discipline - Benjamin Franklin

Discipline refers to the ability to not waiver from the path set out to achieve an objective. If the leader is BEing disciplined, then by his example, others will SEE and imbibe those qualities. Benjamin Franklin practised discipline in his life. He kept a diary of virtues that he worked very hard to achieve. He set high standards for the improvement of his character and habits. He did a daily self-audit of his practices. In this way he was able to discipline himself and become a leader of integrity and humility.

Determination - Mahatma Gandhi

A leader's determination refers to his persistence in achieving an objective he set out for himself, his organisation, his family etc even in the face of huge challenges. Gandhi is today remembered for his commitment to pacifism, peaceful protest and simple living. He single-handedly inspired millions of people to action, preaching a message of love, tolerance and avoiding greed. He was determined to be the change he wanted to see in

others. Hence, he discarded his Western attire in favour of traditional Indian clothing, lived a frugal life in order to seem one with the masses and made great self-sacrifices to achieve his objective of freeing India from the clutches of the British Empire. Determination, it is said “is the wake-up call to the human will”.

Discrimination - Abraham Lincoln

Discrimination is a high-order function of the intellect. The practice of fundamental discrimination is reliant on a well-developed value system of truth, right conduct, peace, love and non-violence. To this day, Abraham Lincoln is synonymous with the principles of liberty, democracy, equal rights and unification. His willingness to stand alone on issues he believed in, made him one of the most beloved and memorable leaders in modern history. He refused to compromise on the issue of slavery.

It must be noted that although the 5Ds are explained separately above, they are indeed interrelated. For example a leader cannot display determination, without duty, or discrimination without discipline. Hence all five qualities are important.

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