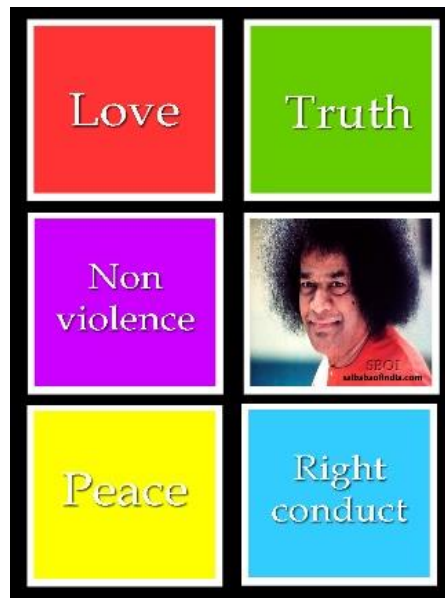


# EDUCATION IN HUMAN VALUES MANUAL FOR SATHYA SAI SCHOOLS



*A compilation of lesson plans and resources in memory of the late Sr Sundree Naidoo - a former member of SAISSE (South African Institute of Sathya Sai Education)*



## **CONTENTS**

TRIBUTE: .....	3
PREFACE: .....	5
DEFINITION OF HUMAN VALUES .....	8
WHY THIS SSEHV PROGRAM? .....	8
THE EDUCARE PROCESS .....	9
CLASSROOM ENVIRONMENT:.....	10
OUTSIDE THE CLASSROOM:.....	15
STATUS QUO OF SATHYA SAI SCHOOLS IN RELATION TO BEST PRACTICES/SAI EXCELLENCE .....	16
WHOLE BRAIN THINKING .....	18
EXAMPLES OF INTEGRATIVE THINKING:.....	19
EXPERIENTIAL LEARNING .....	22
MIND MAPPING AND WEB CHARTING .....	28
DIRECT METHOD OF INTEGRATION IN LESSONS .....	31
EXEMPLAR TEMPLATE: .....	31
DIRECT METHOD LESSON PLANS .....	34
INDIRECT METHOD OF INTEGRATION IN LESSONS .....	43
RESOURCES:.....	68
BREATHING EXERCISES .....	71
RESOURCES FOR THE 5 TEACHING/TRANSFORMATION TECHNIQUES .....	75
SUGGESTIONS FOR MAINTAINING DISCIPLINE IN THE CLASSROOM .....	106
TECHNIQUES TO CREATE AN ENERGY OF LOVE .....	107
ACKNOWLEDGEMENTS .....	108

## ***TRIBUTE:***

Suntheravalli Naidu (Sundree), was born on 2 June 1940, the youngest child of Jack and Achiamma Govender and my mother's only sister.

I have very vivid memories of this dear soul, from childhood. She studied in Durban and Cape Town and after matriculating trained to be an educator at the then Springfield Training College.

I will always remember her as a passionate teacher, transforming young and tender minds. She was fluent in Afrikaans and through her tuition classes has enabled hundreds of students to pass this subject especially in Matric. She is fondly remembered by the communities in Ixopo, Umzinto, Park Rynie and surrounding areas for her positive impact on the lives of students and parents in these areas.

In the 1980s, she was drawn to our Beloved Swami, and was first a member of the Sri Sathya Sai Centre of Umzinto and then later, a founding member of the Sri Sathya Sai Centre of Park Rynie. I, being also a member of the Sri Sathya Sai Centre of Umzinto, we shared many beautiful memories of our centre's spiritual, service, and educational activities.

She was obviously drawn to the Education wing and trained as a Bal Vikas teacher. She had a profound effect in transforming the minds of children and young adults according to Educare principles. Whenever, I met any of these adults who were fortunate enough to have had her as a Bal Vikas teacher, they never failed to relate to me the very positive effect she had on their lives. Many of them now hold very prestigious positions in society.

She was so inspired to get more involved in the SSS Human Values programme that this became her absolute passion. As a result, she travelled to all parts of South Africa imparting her expertise in the Human Values program. She also trained and taught in the Sathya Sai School in Zambia for about 6 months, where she had the opportunity to interact and live with Genevevo and Victor Kanu. She also spent 6 months in the Sathya Sai School in Thailand with the renowned Dr Art Ong Jumsai.

I fondly remember the many discussions we had on the integration of Human Values in all the secular subjects of the current school curriculum. She told me many times that she would continue to do this as long as Swami allowed her to do so.

Our family is indeed very happy and indebted to Maggie Perumal for compiling her various lessons into a book so that future generations can benefit from it.

Her passing has left a huge void for all those who knew her, but we take comfort that with this book, her legacy lives on.

We pray that her soul has merged with her Beloved Swami. Aum Sadgathi.

***With Love***

***Prem Naidoo***

## ***PREFACE:***

My association with Sr Sundree (“Akka”, as I called her), commenced in the early 2000’s. She was my mentor when I did the SSEHV Diploma Course offered by the South African Institute of Sathya Sai Education in 2002. In 2003 we travelled together to Prashanthi Nilayam, the abode of our beloved Swami, in the hope that He would confer the Diploma on us. Sr Sundree kept our spirits and hopes high and even trained us to offer a very special bhajan, “Humko Thumse Pyaare Kitane”, should we get the opportunity to sing for Swami. The meaning of the first line of this song is : “How much we love You is something that You alone know dear Sai”

Her love for Swami was the driving force behind all her work. Thus began a beautiful journey of learning from this amazing lady. She gave selflessly of her knowledge and experience and was ever ready to assist whenever she was called to do so. Her expertise lay in the integration of values, a requirement of teaching in a Sathya Sai school. She conducted many workshops for educators at the Sathya Sai School, Chatsworth and conducted the SSEHV Introductory and Intermediate courses with the educators at this school.

Even after her very serious illness, when she couldn’t drive herself, she made special arrangements to be driven to the school, so that she could continue to offer her services. Despite her many illnesses, hospitalisations, and recoveries she always bounced back and continued with the work which she was blessed to do.

I admired her resilience and her inner strength, but most of all I admired the Educare Practitioner that she was and how easy it was for her to come up with a song, quotation, or an activity to bring out values.

Over the years she had put together a huge collection of lesson plans, songs, quotations, prayers, stories, and group activities. These were meticulously recorded in a few books and files. Not wanting this to be a wasted effort, a few years ago, I made a promise to Akka Sundree that I would compile her work for posterity. I had commenced with part of this compilation before she passed on, but sadly never got the chance to complete it for her to see.

It is, therefore, in keeping with my promise that I now complete this compendium of her work. I have included a few stories, quotations, and other resources from my own collection for the sake of completion. While this compilation is a most valuable resource for Sathya Sai School educators, it also has benefit for Balvikas Gurus, EHV educators and all who want to be educare practitioners.

It is my sincere hope that all who use this book, appreciate the depth of our dear sister's knowledge, experience, and grasp of the Educare programme and use it to bring about positive transformation.

***Dedicated with deep gratitude at the Lotus feet of our Lord, Bhagawan Sri Sathya Sai Baba.***

***Maggie Perumal***

***23 November 2021***

*“The word Educare means ‘to bring out that which is within’. Deep within every human being are the values---truth, righteousness, peace, love, and nonviolence. One cannot acquire them from outside; they have to be elicited from within. People, however, have forgotten human values, so they are unable to manifest them. Educare means to bring out the human values. To bring them out means to translate the human values into action.”*

***Sri Sathya Sai Baba      Discourse, July 2004***

## ***DEFINITION OF HUMAN VALUES***

**Man** should fill his heart with **compassion**

**Dedicate** his body to the welfare of **society**

**Thoughts, words, and deeds** should always be **sacred**

The **heart** - **unpolluted** by **desire and anger**

The **tongue** - **untainted** by **untruth**

The **body** - **unblemished** by **violence**

These are the true human values

**Reference: Sanathana Sarathi - September 1999**

**Sri Sathya Sai Baba**

### ***WHY THIS SSEHV PROGRAM?***

This is a God - centered program

- Sri Sathya Sai Baba has taken the best from many approaches, avoided their errors and addressed their limitations
- Therefore, the Sri Sathya Sai Education in Human Values programme has every chance of providing the ideal teaching medium for character development.
- Integration addresses both Education and Educare, like two wings of the bird of Intellect.



## ***THE EDUCARE PROCESS***

### **DIFFERENCES BETWEEN EDUCATION AND EDUCARE**

<b>EDUCATION</b>		<b>EDUCARE</b>
Received from teacher	←→	Received from God
Receive education via senses	←→	Receive wisdom via intuition
Tuition is Education	←→	Intuition is Educare
Education is explanation	←→	Educare is exclamation
Education is a question	←→	Educare is quest
Becoming is Education	←→	Being is Educare
Relates to the head	←→	Relates to the heart
Is for living	←→	Is for life
Makes man great	←→	Makes man good
Information orientated	←→	Transformation orientated

## **CLASSROOM ENVIRONMENT:**

### **Best practices**

The ideal classroom environment would include the following key issues:

**Ventilation** - open windows on both sides to allow for cross ventilation.

**Charts** must be colourful and printed in bold letters and reflect both academic and value aspects. Only appropriate charts should be displayed. Charts should be rotated every term. Too many charts will cause an overloading of information and will not enhance the learning process



**Cleanliness** is essential in the class. Teachers table, cupboards, children's desks and cubicles and floors must be immaculate, and this must be maintained throughout the day. Learners must be given time to clean their classroom every afternoon so that there is no unnecessary waste of time in the mornings.

**Desks** must be arranged in a manner to allow for easy access for the educator. Desks should not be arranged in a regimental fashion.

An **ionizer** emitting negative ions into the surrounding area should ideally be installed in each classroom. The ionizer would keep the air that you breathe cleaner than the air you normally breathe. The negative ions stimulate the learning process and reduce respiratory problems such as asthma and sinusitis.



## Aromatherapy oils

- Peppermint, Basil, Lemon, Jasmine, Cinnamon and Rosemary are used to stimulate learning.
- For a restless class use Lavender, Chamomile, Orange, and Rose.
- For negativity use Juniper and Rosemary.



- Good smells increase endorphins that improve the mood and feelings.

## Lighting

Full spectrum lighting improves study by 95%. It has seven colors of the rainbow and does not flicker like the normal lights. Maximum sunlight should enter the room.

**Plants** that have a positive effect on the learning process are Bamboo, Peace Lilies, Chrysanthemum, Ficus Benjamina and Philodendrons



## Music

Every class should have a CD player or piped music should be played throughout the school.

Must be of a universal nature and not Hindu-orientated.

The following types of music should be played softly in the background: Mozart – classical; Beethoven- Baroque; Haydn- eastern and western.

A library of the appropriate music should be always available to teachers.

Music brings the child quickly into the alpha mode.

**Colour:**

Charts and walls must be in appropriate colors.

Pink assists slow learners;

Yellow enhances learning and improves memory;

Light blue and lilac have a calming and peaceful effect on the learners.

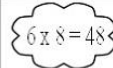






























**Water:** Each learner should carry his or her water bottle filled with water and take sips of water to increase their pranic energy and concentration and prevent dehydration.

**Achievement chart** with sub-values must be displayed in the class.

To show character evolvment ticks should be placed at the appropriate sub-values next to their names. Development of character must be constantly kept in view.

Below is an example of an incentive chart

<b>REWARDS</b>	<b># TICKETS GIVEN</b>		<b>CONSEQUENCES</b>	<b># TICKETS TAKEN AWAY</b>	
 Extra Math	+5		 HITTING	-3	
 Getting along WELL with others	+3		 BULLYING	-4	
 Good Table Manners	+4		 TEASING	-1	
 LOVE & RESPECT	+5		 LYING	-2	
 Obeying the FIRST TIME	+3		 THROWING A FIT	-3	
 Calm & Quiet in STORE	+3		 Ignoring Parents	-4	
 Extra Reading	+2		 SCREAMING or YELLING	-1	
 CLEANING up after PLAYING	+2		 BAD SPORT	-2	

**EHV corner** should be simple displaying the five core values and only one picture of Sri Sathya Sai Baba per class. Aromatherapy burners and a candle will enhance the corner.



## ***OUTSIDE THE CLASSROOM:***

Each class must be responsible for a part of the garden in growing and maintaining the plants.

Learners must be encouraged to pick up litter regardless of who has dropped it.

Part-time teachers with special skills in arts and culture must undergo teacher development programs in educare before teaching arts and culture.



## ***STATUS QUO OF SATHYA SAI SCHOOLS IN RELATION TO BEST PRACTICES/SAI EXCELLENCE***

The EHV program strives for human, environmental and academic excellence.

Guidelines are provided to enhance excellence in all these spheres.

- Two methodologies must be used in every class i.e., Direct, and Integrated method.
- Practice silent sitting before commencement of every activity/ lesson.
- Direct method must be the first lesson of the day to set the tone for the rest of the day.
- Direct method should be 45 minutes to an hour daily. This could include assembly and registration.
- Lesson plans must be done for both direct and integrated methods in all subjects. This is a divine task. Integration of values must take place in all subjects i.e., Curricular, Co-curricular and extra-curricular work in every lesson both inside and outside the classroom.
- Values must permeate the entire school day from the assembly to the last lesson of the day. Every lesson must be divinized otherwise it is worthless.
- All teachers' records must be meticulously kept and neatly covered.
- Teachers' preparation must correlate with testing program and remedial work of the learners.
- Classroom must not be overcrowded. Quality not quantity is essential for Sai excellence.
- Prominence must be given to pupils' work and all pupils' Arts and crafts efforts must be displayed in class.

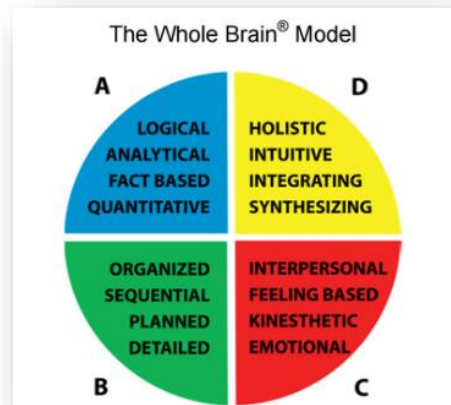


- Learners' reports must reflect both academic and human value aspect of learner's performance.
- Examination content should have at least 20% value- based questions.
- Co-curricular and extracurricular activities must be underpinned by values.
- Assembly must have value-based talks for appropriate occasions and events.
- Discipline of pupils is paramount, and all pupils must take part in prayers and singing.
- No likit japa but affirmatives can be done with constant repetition.

## **WHOLE BRAIN THINKING**

Show learners how to think in an integrated way. The power of the brain is enormous. But we use only one tenth of 1% of our brain's total potential according to David Samuel of the Weizman institute.

Did you know that your brain is the hologram of the entire cosmos? It knows everything about the entire cosmos.



It is a paradox that we are constantly looking outwards to discover the wonders of creation when the biggest wonder of all lies within our heads. The brain!!! We have become brain damaged.

We use less of our brain than we are capable of.

Is there a way out of this mess we find ourselves in?

Yes, if we educate ourselves the holistic way. A holistic education serves to develop the various faculties of the human being not as separate entities but as an integrated whole.

## ***EXAMPLES OF INTEGRATIVE THINKING:***

### **What can you learn from the sea?**

It casts away what is useless and keeps safe the precious pearls.

We should treasure in our hearts only pure and good thoughts and cast out impure and sinful ones.



### **What can you learn from the earth?**

It rotates on its axis day and night and revolves around the sun to give us the seasons.

The earth does not benefit from these movements.

It is all done for the benefit of man. It provides selfless continuous service.

### **What can you learn from the rivers?**

Rivers flow to the ocean overcoming all obstacles. They give life to the entire creation. So too we must use our faculties for the welfare of all and so reach our goal.

### **What can you learn from the mountains?**

The mountains suffer sun, rain, storms etc. without demur.

So too, we must be patient during times of joy and sorrow.

**What can we learn from termites and white ants?**

They can easily find their way into a healthy tree and destroy it completely.

Likewise bad qualities like anger, jealousy, hatred, and pride may enter our hearts and make it impure. Beware!



**What can we learn from the spider?**



Perseverance.

Can you explain?

**What can we learn from trees?**



**Selfless service.**

**Can you explain?**

## ***EXPERIENTIAL LEARNING***

### **ACKNOWLEDGEMENT:**

The following contents have been taken from the book "Towards Human Excellence Sri Sathya Sai Education for Schools' Book 7, Experiential Learning" published by Institute of Sathya Sai Education, Mumbai.

It is to be noted that the theory part is for the understanding of the Teacher only and not required to be "taught as a lesson" in class.

The practical activity alone needs to be done in the class.

A sample activity is given at the end of this write up on experiential learning.

### **THE CONCEPT**

Experiential Learning is a holistic approach to teaching. It provides intra-integration while artificial barriers of discipline disappear. Children understand the science behind the phenomena, relate them to life's experiences, and discern a fulfilling pattern. Thus, Truth, Goodness and beauty become the benchmark of 'Experiential Learning'. This insight has a deep value inculcation dimension.

The purpose of this approach is two folds.

Firstly, it involves all children of the class. While the class teacher selects the topic, the ideas for content and presentation all come from the children. Once children know their role, they gather all the inputs; the output is what you witness.

When children merely listen, the absorption is barely 20%. When they get involved actively, and speak out what they have understood, the absorption ratio is 70%, or even more. Children assimilate what they experience directly. They can call that knowledge their own. What is not assimilated, i.e., not integrated

into the system, is ejected (as in exams nowadays). Bookish knowledge comes into this category, as Sri Sathya Sai Baba says. Practical knowledge is what they absorb; this is a net academic gain.

Secondly, in working on a Theme, children work together; they develop co-operation and co-ordination. They exchange ideas and skills, which promotes the value of sharing. They develop consensus, inculcating democratic values. Thus, Group activity provides a lot of 'peer group' support.

## **THE APPROACH**

Experiential Learning is an approach to curriculum rather than a subject to be taught and learnt.

Hence, it does not have a well-defined body of knowledge, set course content.

The information content for any exercise cannot be pre-determined. Initially children provide the course content based upon their experience and perception.

However, as their involvement in the Theme activities increases, the course content gets deepened and widened.

Thus, Experiential Learning is a dynamic, evolving process.

Essentially, it is an enquiry method laying stress on social skills, intuitive experience, and creative expression.

In the process, the approach explores an extensive range of skills collection of all types of data and its interpretation, communication by a variety of methods and promoting inter-personal understanding.

Ability to work in a group, giving and accepting suggestions, respecting others, and the physical environment, and accepting responsibility are some other skills which are promoted with care to ingrain a stable value system.

## **HOW TO PROCEED**

The starting point would be to initiate a class discussion focused upon identifying a Theme for the activity. The Theme selected should be such that it holds the interest of the children. This is possible when children see its relevance to their immediate environment and their role in life- situations.

Once a Theme is agreed upon, the class should begin the mind mapping exercise. The teacher invites from the children, words which come to their mind, related to the Theme. A full list of words can be written on the display board. This gives a lot of scope for creative suggestions from the children; sometimes, even teachers may find inclusion of some words strange or mind bogging. Naturally, they are not being bound by the restrictions of a text or a syllabus. However, we must accept children's perceptions.

When the Mind-Mapping exercise reaches a satisfactory stage, the class begins preparing a Web Chart. Each part of the Web-Chart is a set of words; it outlines the scope of the topic - words and exploration through activities. It is generally observed that children tend to group the words under the disciplines of science, mathematics, social studies, languages, etc because they have a well-defined course content.

At the time of making the Web-Chart, it is useful if the children sit in small groups and share ideas. Sitting around in a circle promotes freedom of interaction. In the



first few sessions, the teacher may observe that children speak too much or too loudly. Once they get occupied with the work, and have set for themselves a target to achieve, the noise level will lower down.

Next, the entire class can share ideas of these groups. Initially, the Web-Chart may appear too large, extensive, or complicated. Alternately, the children may think that children have 'missed' several links; however, any direct suggestions at this stage should be avoided. Yet, the teacher may have to bring some coherence into the presentation by skillfully guiding the children. Based on the interest shown by the children, the teacher may suggest that they work on certain selected portions.

After making this Web-Chart, the class can now be organized into groups of say 5-6 children. Each group should choose to work on one particular sub-part of the Web-Chart. They will naturally choose the part that interests them the most. The teacher should rotate the nature of work in such a way that specialization is discouraged. All children should have an opportunity to develop all skills in due course of time.

They can now start listing all possible activities; this will largely depend upon the talents and skills shown by the children. The area of activity will normally fall into several categories such as language skills (songs, poems, writing skits or role-plays), mathematical skills (measurements, estimation, mapping, graphing), creative skills (art, craft, music, dramatization), and communicative skills (interview, storytelling, speech, writing).

The duration of each Experiential Learning Theme may vary anywhere from 6 to 16 hours. Schools may allot one hour each day for several days. Strictly speaking,

most schools have a tremendous flexibility of time tabling and curriculum selection; however, it is not generally explored. Schools and teachers must have the conviction to adopt innovative methods and provide for unstructured time schedule.

When the exercise is complete, opportunity may be given to the children to make a presentation to other classes and visitors/parents. Charts, models, role-plays, songs, games, stories, or any other activity can be used for effective presentation. The class can then proceed to the next topic.

### **ROLE OF THE TEACHER**

In all this process, the teacher's role is very crucial. The teacher must always keep the essential objectives in mind. Being a friend, guide and philosopher is essential for the children. Friend, because children should have an easy access to him/her, and they should receive encouragement from time to time. Guide, because the teacher adopts a suggestive approach, not a dominating one; she gives careful suggestions and hints, conducts discussion and question sessions in a positive manner. Philosopher, because the teacher's presence and influence, hints, and suggestions, influences the children to discover the values inherent in all learning.

With very young children, who have yet to develop good writing and conversational capability, questioning and discussion immediately after the activity is very essential. Children should be asked to describe what they have done, what they have discovered and concluded. This increases their vocabulary and communication skills. It gives them self-confidence and self-satisfaction.

As stated earlier, Experiential Learning is an approach, not a discipline. The teacher must therefore come out of his/her own limitations of thinking in terms of the syllabus alone. When children enjoy and are engrossed in their work, when they develop a deeper understanding of co-relation among diverse events and phenomena, when they can express effectively what they observe and learn, and when they have harmonized their thoughts, feelings, and actions into one unified entity, we should feel satisfied with the outcome of the effort.

### **SAMPLE CLASS ACTIVITY FOR JUNIOR PRIMARY CLASS**

#### **How to do this activity in class?**

Begin with Silent Sitting - either through prayer, guided visualization or closing their eyes and observing silence for about one to two minutes. This helps them to calm down and relax.

Choose a topic - It should be ONE WORD. Write down the word in the centre of the board. The word should be of interest to the children, appropriate to their age and they should be aware of the word and its meaning. Please avoid using abstract words like love, peace, honesty etc. Let the word be concrete. Let's say we choose the word "colours"

Now we ask children to name all those words that come to their minds when they think of the word colour. This is called Radiant Thinking. Write down all the words on the board/in their notebooks as they call out. Do not organize or number the words. As given in the sample below, children may come up with a gamut of words relating to the topic(word) "Colours". Encourage all children to participate. Some of the words may appear irrelevant, TEACHERS in that case should try and gently ask them why they have called out those words. Please note that words should come from children only.



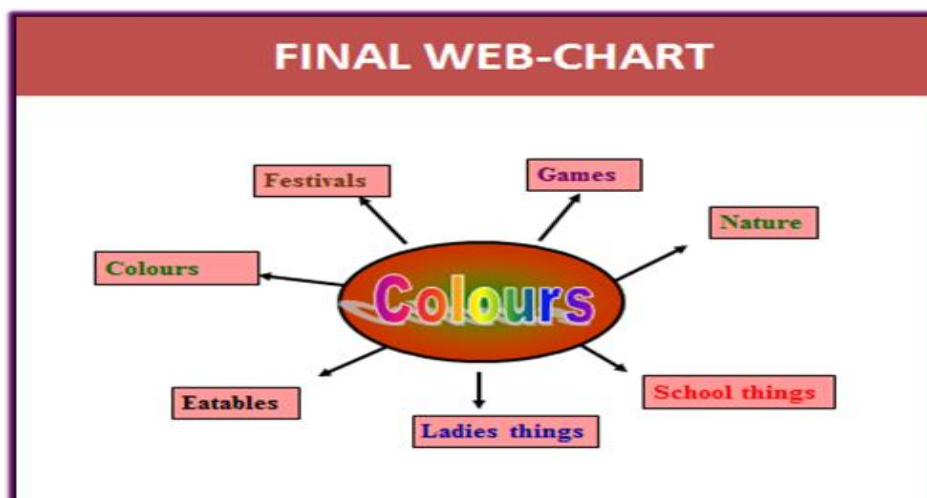
### **MIND MAPPING AND WEB CHARTING**

Ask the groups to connect and categorise the words; that is - make the children group the words under different headings as it appeals to them. For example, the words randomly listed above can be grouped under the following headings:



Now organize the children in groups of 5,6 or 7 depending on the strength of the class- and ask each group to prepare a web chart based on the categories/headings now decided upon.

When each group has their own Web Chart ready, ask them to present it to the class. Now discuss and arrive at one Web Chart for the whole class. This step is important to proceed with the next level in Experiential Learning. The final Web Chart may look like this



## **THE LEARNING –**

### **What is the benefit of this class activity?**

- This activity ensures participation of all children in class
- The Radiant Thinking exercise stimulates creative thinking and enables free flow of ideas and concepts without the barriers of restrictive / confined thinking processes.
- The Mind Mapping and Web Charting exercise after the Radiant Thinking stage, helps in systematic analysis and processing. By making the children group the words under different headings, organized thinking is promoted.
- This exercise therefore enables children to become more disciplined in organizing not only their thoughts but also their work in a more systematic manner in the long run.
- They learn to brainstorm, analyse, and finally reach the best-case scenario.
- Also, this activity promotes co-operation, co-ordination, exchange of ideas and logical thinking.

## ***DIRECT METHOD OF INTEGRATION IN LESSONS***

### **EXEMPLAR TEMPLATE:**

**VALUE:** (Can be school theme for the week or as per teacher's workplan e.g., LOVE)

**SUB-VALUE:** ( there are at least 83 sub-values. Choose one or more as per lesson content e.g., compassion)

**OBJECTIVE:** e.g., observance of Eid

### **TRANSFORMATION TECHNIQUES**

**SILENT SITTING:** Start the lesson with silent sitting – choose one type.

E.g., ask the children to sit still and close their eyes. Play background soft music and ask them to think of God. Guide them through a pleasant experience.

### **POSITIVE THOUGHT/QUOTATION/PRAYER**

e.g., A Muslim prayer ( Bismillah-e-Rehman- Rahim)

### **GROUP SINGING/MUSIC**

An inspiring devotional song with meaning explained

### **STORY TELLING**

An incident on the life of Prophet Muhammed. Have discussion on lessons learned. Recap, role play.

### **GROUP ACTIVITY**

Attitude test e.g., your dearest friend gets very angry and shouts at you. Will you  
a) slap him/her and run away

b) ask your other friends to shame him/her

c) speak to him gently and explain to him that you are innocent.

Ask children to collect Eid greetings and paste them in their notebook.

**LIFE APPLICATION:** Inspire children to practise values learnt in the lesson in daily life e.g., share story with parents/ siblings. Do daily prayer

**RESOURCE BOOK:** Every learner to maintain a neat SSEHV note-book. Paste worksheets.



**EXAMPLE: MEDITATION:** Practical lesson

**VALUE:** Peace

**SUB-VALUE:** Calmness

**METHOD:**

Fill a large bowl with water. Stir vigorously with a wooden spoon.

Children look into the bowl and report what they can see.

Now stir the water gently and allow the children to observe and report.

Allow the water to become still. What can they see now?

I can see me!

This is what happens when the mind is agitated by many thoughts, compared to only one thought focussed on peaceful and loving scenes.

When we have too many thoughts, we cannot look within to see who we really are. When we maintain inner stillness we experience qualities of love, truth, peace etc.

## **DIRECT METHOD LESSON PLANS**

**GRADE:** 6

**TOPIC:** Give All , Take Nothing

**VALUE:** Right Conduct

**SUB-VALUE:** Sacrifice, Forbearance, Tolerance

### **OBJECTIVES:**

To make children realise that sacrifice is a great virtue e.g., sacrifice of mothers, trees, cows

**SILENT SITTING:** Posture, rhythmic breathing, focal point, music

**QUOTATION:** “Bear all and do nothing, hear all and say nothing, give all and take nothing. Serve all and be nothing.”

**STORY:** What does the tree do for us? Food , oxygen, supporting wildlife, shelter, medicine, firewood, furniture, paper.

**GROUP SINGING:** To all the gracious mothers in the world

**GROUP ACTIVITY:** Plant a tree. Create an herb garden. Pot a plant

**LIFE APPLICATION:** Tell us about a sacrifice you made and to whom /what

*REF: BV Magazine, Dec 2012 pg 20-21*

## **RESOURCES:**

**STORY:** The giant Cypress tree

In a forest grew many varieties of plants. There were giant trees, shrubs, and little plants like the fern, orchid etc. One day during a fierce storm, many trees were blown down, but the little plants and shrubs survived. The giant cypress was one tree that was blown down and it broke into 2 pieces. It wanted to know why it broke while the little shrubs and plants survived.

A little fern plant replied: “ We know how to be humble and bend before the mighty wind whereas all your giant trees are full of pride and refuse to bend and be humble. We are willing to sacrifice our lives. Remember pride comes before a fall and learn the value of sacrifice from the humble little plants.

**SONG:** Singing Ai Ai yippee .

To all the gracious mothers in the world (2)

We send them lots of love

We send them lots of peace

To all the gracious mothers in the world.

Singing Ai Ai yippee yippee ai (2 )

Singing Ai ai Yippee, ai ai yippee

Singing Ai Ai yippee yippee ai

To all the little children in the world....

To all the loving fathers in the world...

To all God's creatures in the world....

**GRADE:** 1

**TOPIC:** Good behaviour. I can practise good manners

**VALUE:** Right Conduct

**SUB-VALUE:** Good manners

**OBJECTIVES:** To make learners aware of the importance of having good manners

**SILENT SITTING:** Positive calming breathing – inhale to count of 2, hold to count of 2 , exhale to count of 6, hold to count of 4. Repeat 3 times. Review last week’s work – smiling (positivity)

**QUOTATION:**

“Good manners cost nothing but are worth a lot.”

**STORY:** John is polite

**GROUP SINGING:** Please and thank you are two words we should often use

**GROUP ACTIVITY:**

Matching phrases

**LIFE APPLICATION:** Each time you greet someone count it and compare it to how you felt before and after. Discuss at next session.

**GRADE:** 1

**TOPIC:** I can love another

**VALUE:** Love

**SUB-VALUE:** Friendship, kindness

**OBJECTIVES:**

- To create thought and action about the importance of kindness and showing love to each other.
- To understand the benefits of friendship

**SILENT SITTING:**

Sit up straight. Breathe in and out slowly until you are calm, and no thoughts are in your mind. Now focus your attention to the words of the music.

Let the music fill your heart with love, like the love you feel for mum or dad or someone special.

Now think of someone who has been a friend to you. Send this love to him/her.

Send this love to someone you may not like that much.

Now bring yourself back to the class. Open your eyes slowly Look at the person next to you and say, " I love you".

**QUOTATION:**

" If you see someone without a smile, give them one of yours."

(Discussion: Has there been a time when someone needed cheering up? How did you cheer them up.? How did it feel?

**STORY:** Spring comes

**SONG:** Make new friends

**GROUP ACTIVITY:**

Each child gets a cut-out of a heart, and they write one word that describes their friend.

FOR A LARGE GROUP: Name your friend and say one good thing about your friend.

**LIFE APPLICATION:**

Continue making new friends this week by only showing kindness and love. It can be a bird/animal. Discuss next lesson.

**RESOURCES:**

**STORY: SPRING COMES –**

*(Taken from SSEHV: Reception lesson plans for ages 4-5 years. Lesson R11)*

Early one morning at the beginning of spring, the animals which had been asleep during the cold winter were stretching and yawning under a bright blue sky. “ Ahh” they were thinking “ We must get things ready for the great year ahead and for the spring party.”

So, as you can imagine, there was a lot of activity going on- holes being dug, twigs being gathered, nests being made – it was a hive of activity.

While all these things were happening , fast asleep in his underground den, was Igneus., the hedgehog. Now Igneus would have gone on sleeping that morning had not his best friend realised that he was missing. Igneus’ best friend Siegfred

had not noticed his friend during the building activities and wondered what he was doing. It had not come into Siegfred's mind that Igneus might still be in bed!

So Siegfred shuffled around to his friend's house to see what was happening there. When he arrived at the place to which he remembered Igneus to have hibernated, everything was still- no earth being dug, no twigs being collected, absolutely nothing happening!

The hedgehog was very surprised. Where was his friend? Slowly, very slowly, Siegfred realised that his friend was perhaps still asleep in his den.

"Oh no!" thought Siegfred, " He will miss the big spring party if he does not get up in time. I had better find him and wake him up."

Siegfred hunted around until he found what looked like the place where Igneus had dug his hole and was sleeping. He dug until he found him and woke his friend with a gentle nudge.

"Hurry up Igneus! Hurry up otherwise you will miss the Spring party"

The poor little hedgehog was all fuzzy-headed and a bit bewildered after his long sleep. The word "party" though woke an unfailing hunger in his tummy. Spring came into his head... lovely Spring. So, he jumped up and was just in time to catch up with the other hedgehogs.

Thanks to his friend he was just in time for the party.

## **QUESTIONS**

- What name would you give this story?
- What were the animals getting ready for?
- Who was asleep?
- How did you feel as you heard the story?
- Does the story remind you of anything in your life?

## **SONG:** Make new friends

Make new friends

But keep the old one

One is silver

And the other is gold

## **GROUP ACTIVITY:**

DISCUSSION WITH CLASS ABOUT FRIENDS. Ask:

- a) Do you have a friend?
- b) What does another child like about you, so that they want to be your friend?

Write down the answers to b) which can be displayed on a wall or made into a book to remind the children about the necessary skills needed for making friends.

An extension could be to discuss with the children how we maintain friendships and the kind of things friends do and don't do. For example, friends don't hurt each other etc.



## ART AND CRAFT WORKSHOP- FRIENDSHIP CARD

- Ask the children to get in pairs with the friend for whom they want to make a craft. Make sure all children are included.
- Give the children white paper or card. Cut out the flower to use as a stencil to make flower shapes from tissue or colored paper.
- Each child can choose several layers of paper which can be laid one on top of each other, finishing with a small circle of yellow paper to represent the flower centre.
- The flower can then be attached to the card by pushing a paper fastener through the middle of the flower. The flower petals can be curled slightly, if wished, to create a more 3D effect.



- The children can then draw a stalk, leaves and grass, etc. to finish off the card. The teacher can print or photocopy the following onto labels to stick inside the card.

**To my friend**

**Named .....**

**From.....**

The children can decorate the label, sign it, and add their friend's name inside the card.

Close the lesson: If the teacher wishes the lesson can be closed by asking the children to form a circle and say

“ I play with you

you play with me

and another friend

plays, making three”



## **INDIRECT METHOD OF INTEGRATION IN LESSONS GUIDELINES**

**SUBJECT:** e.g., English, Life Science

**TOPIC:**

**SILENT SITTING:** focal point and music (focal point to be related to the lesson)

to increase attention span and get tuned into the lesson and to bring pupils into  
alpha mode

**VALUE:** (Insert the core value/values here.)

**SUB VALUE:** Insert the sub-value(s) here

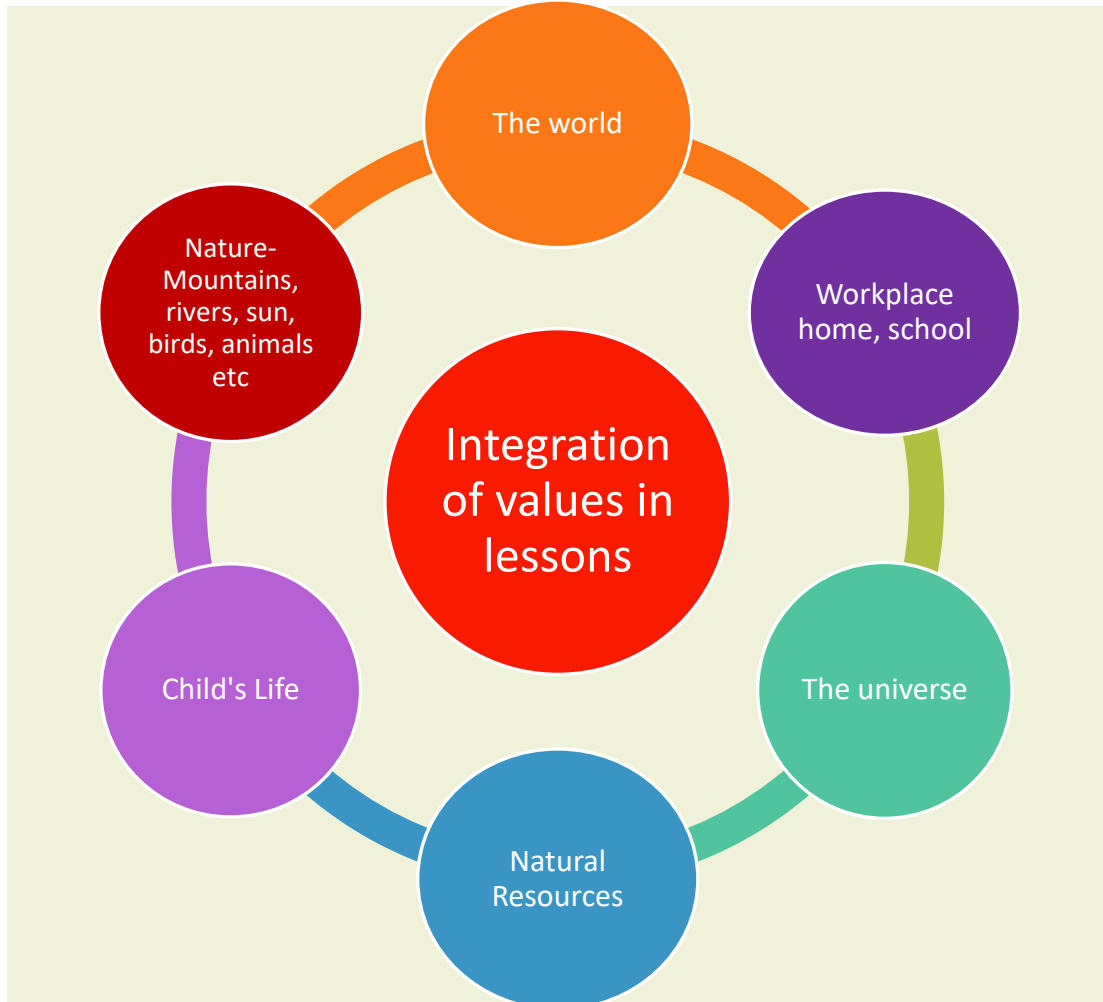
**CONTENT:** As per syllabus requirements

**INTEGRATION:**

- within the subject
- between subjects
- into all of creation/ the universe/cosmos (refer to web diagram below)

## INTEGRATION OF VALUES TEMPLATE

(Web diagram)



**SUBJECT:** Science

**GRADE:** 5

**TOPIC:** Composition of water

**VALUE:** Truth/ Non-violence

**SUB-VALUE:** Spirit of enquiry/ appreciation

**INTEGRATION:**

**WITHIN THE SUBJECT:**

The hydrogen and oxygen (both gases) come together to make up water (a liquid)- a life giving resource. Find out about the water purification process

**BETWEEN SUBJECTS:** Life Orientation

How can we conserve water?

**INTO THE COSMOS:** We need to appreciate water because it's a God-given gift. Like the bird that appreciates a dry twig or leaf which helps it to build its nest, so too we should appreciate water as a giver of life.

**GROUP ACTIVITY GAME: Water career game**

Select your favourite water career.

Write 5 clues for it. Pose question - What's my job?

Use of props for demo permitted.

Eg Plumber: clues – pipes, urinal, taps, wrench, leaks

**OTHER CAREERS:**

Captain of a ship

Underwater photographer

Fireman

Marine biologist

Water meter reader

Lifeguard

Boat builder

Olympic swimmer

Deep sea diver

Treasure hunter.



**SUBJECT:** English

**GRADE:** 1 & 2

**TOPIC:** Sounds - Phonics

**VALUE:** Love

**SUB-VALUE:** Appreciation

**SILENT SITTING:** Focal point Chart with cat- meow. Music in background for 1 minute.

**CONTENT:**

Introduction:

Who knows who made the first sound?

What was that sound?

Why do we make sounds?

What kind of sounds do we make?

Let's make some sounds eg Wind, cat, fire, dog, pig....

**INTEGRATION:**

**WITHIN THE SUBJECT**

God made the first sound; He gave us voices to make sounds so we can communicate with each other. example angry or kind sounds .

Animal also make sounds to communicate danger to other animals.

**BETWEEN SUBJECTS:** Music/drama

**ALPHABET SONG:** A,B,-C, D, E, F , G....

Meow I am a clean cat

Quack – I am a daring duck

**INTO THE COSMOS:**

God gave all of creation sounds.

Animal, birds, insects make sounds.

Wind, water, Fire, also have their own sounds.





**SUBJECT:** Science

**GRADE:** 6

**TOPIC:** External feature/ functions of the eye

**VALUE:** Right Conduct/Truth

**SUB-VALUE:** Healthy living/ Discrimination

**INTEGRATION:**

**WITHIN THE SUBJECT :** The eye is a powerful organ although so small. It can see the sun millions of miles away. Do not misuse the eye as you can develop cataracts or eye disease.

**BETWEEN SUBJECTS : LIFE ORIENTATION:** Investigate foods that promote healthy vision

**INTO THE COSMOS:**

Birds like the owl/eagle use their eyes at the right time for the right purpose.

.....

**SUBJECT:** Life -orientation

**GRADE:** 5

**TOPIC:** A balanced diet

**VALUE:** Right Conduct

**SUB-VALUE:** Healthy Living/ Diet

**OBJECTIVE:** Children will learn that eating wisely and developing good, healthy habits leads to wisdom

**INTEGRATION:**

**WITHIN THE SUBJECT:**

Health is wealth. You can have money, buy medicines but you can't buy health.

You need to use your discrimination i.e., eating healthy and taking in "food"

through your 5 senses because our good qualities are our real wealth. Beware –.

"Rather than wealth take care of your health."

**BETWEEN SUBJECTS: PE**

Eating wisely and maintaining an active lifestyle through sports go hand in hand.

**INTO THE COSMOS:**

Plant an herb garden/ vegetable patch as a class.

.....

**SUBJECT:** Life -Orientation

**GRADE:** 4

**TOPIC:** Netball

**VALUE:** Non- violence

**SUB-VALUE:** Co-operation

**OBJECTIVES:**

- To learn the rules of the game and be able to play the game.
- To understand that teamwork and fair play lead to harmony, happiness, and peace.

**INTEGRATION:**

**WITHIN THE SUBJECT:**

Life is a game, play it. Success and failures must be accepted equally. This leads to a balanced view of life. We all can't excel at everything and winning by foul means leads to unhappiness and a guilty conscience. To walk with your head held up high, always play fair.

**BETWEEN SUBJECTS:**

Do not cheat in tests and exams. Study hard and prepare adequately for success.

**INTO THE COSMOS:**

Working together as a family or as a part of a group strengthens relationships/friendships and brings about trust and harmony

.

**SUBJECT:** Life -orientation

**GRADE:** 4

**TOPIC:** Crisis of world energy consumption

**VALUE:** Non- violence

**SUB-VALUE:** National awareness

**OBJECTIVES:**

- Become aware of the crisis of world energy consumption.
- Understand that National awareness will lead to reducing the injustices which in turn will lead to universal peace and love.

**INTEGRATION:**

**WITHIN THE SUBJECT:** Exploitation can never lead to peace and justice.

Distribution of earth's resources equitably will lead to peace and harmony.

**BETWEEN SUBJECTS:**

**ENGLISH:** Debates/ discussion on the topic

**INTO THE COSMOS:**

Practise reduction of energy consumption at home/ at school. Discuss ways in which this can be done.

.....

## **EXPERIENTIAL LESSONS ON VALUES FOR ARBOR DAY**

### **SILENT SITTING WITH FOCAL POINT**

<b>Values</b>	<b>Sub- Value</b>
Right conduct	Duty
Love	Help
Peace	Equality
Non-violence	Universal love
Truth	Discernment-e.g. a mango tree will only bear mangoes

### **INTEGRATION**

**WITHIN THE SUBJECT:** equality, universal love amongst ourselves.

Between subjects: phonics - sounds of bees, snakes etc.

### **BETWEEN SUBJECTS -DRAMA**

#### **ROLE PLAY**

2 TREES - three pupils for each tree

Stand back-to-back, arms above head like branches. Sway and bend to give shade.

A few children introduce themselves and come and sit under the tree to do something like reading, painting, climbing etc.

Background music while they introduce themselves and say why they came to sit under the tree. for example: teacher, boy, girl, king, beggar, bee, bird, snake,

lizard, squirrel, butterfly. All in costumes. Example: "I came to sit under this tree because it does not discriminate between Muslims and Hindus."

"It is like an international hotel."

"The tree welcomes people, animals and insects."

"It is my friend and gives me fruit when I am hungry."

"It gives me shade and keeps me cool."

### **INTO THE COSMOS:**

Trees are useful even when dead. They do not discriminate between rich, poor, black, white, beasts and birds. (Other examples are the sun, river, mountains...)

**SUBJECT:** Natural Science

**GRADE 12**

**TOPIC:** DNA (Divine Natural Attributes)

**SILENT SITTING** and focal point (letters DNA)

<b>VALUES:</b>	<b>SUB-VALUES</b>
Right conduct	duty, commitment
Love	caring
Truth	truthfulness

**INTEGRATION:**

**WITHIN THE SUBJECT:** inheritance from parents- physical, emotional, and spiritual features. Biological parents - understanding the truth about their makeup.

**BETWEEN SUBJECTS: ART:** Draw a diamond and label your attributes

**INTO THE COSMOS:** DNA stands for Divine Natural Attributes. Each of you is like a diamond with many facets. Polish each facet and become brilliant and shine because you all are children of God.

Inheritance from God your REAL parent. Love for mankind, animals, plants. truthfulness, sincerity, creativity, duty, discipline, commitment etc.



**SUBJECT: NATURAL SCIENCE**

**GRADE: 6/7**

**TOPIC:** Primary or secondary energy source

**SILENT SITTING** and focal point

<b>VALUES:</b>	<b>SUB-VALUES</b>
Non-violence	Appreciation
Right conduct	Initiative

**INTEGRATION:**

**WITHIN THE SUBJECT:**

Eskom makes power and electricity from God given gifts example water, sunlight, coal, oil etc.

Primary energy source can be used directly

Secondary energy source is derived using primary energy sources.

**BETWEEN SUBJECTS – ART**

Draw a picture illustrating wind power

**INTO THE COSMOS:** We should appreciate and respect the God given gifts that mother earth gives to maintain our good health. For example, leaves for medicine like basil leaves, coriander.





**VAK: AFRIKAANS:**

**GRAAD: 5**

**TOPIC:** Vergelykings (similes)

Bv So arm soos 'n kerkmuis; so lig soos 'n veer

**STIL SIT** + Fokaal punt – prentjie van 'n muis, veer

**WAARDES:** Nie- geweld

**SUB-VALUE;** Waardering (Verwante waarde)

**INTEGRASIE IN COSMOS:**

Soos 'n mens die skoonheid van die natuur waardeer kan ons ook die skoonheid en die rykdom van 'n taal waardeer.

.....

**SUBJECT:** Life Orientation

**GRADE 5:**

**TOPIC:** A balanced diet

**SILENT SITTING** plus focal point

**VALUE:** Right Conduct

**SUB- VALUE:** Healthy living

**INTEGRATION:**

**WITHIN SUBJECT:**

Health is Wealth. If you are rich, you can buy medicines, but you cannot buy health. You need to use your discrimination that is eat healthy through your five senses and drink healthy because one's good qualities are your real wealth.

Beware, "rather than wealth take care of your health"

"If you lose wealth, you have lost nothing; if you lose health, you have lost something. If you have lost character, you have lost everything" Health, is the greatest possession, contentment is the greatest treasure; confidence is the greatest friend.

**BETWEEN SUBJECTS:** Draw up a healthy menu including fruits, vegetables, water, fruit drinks and salads.

**INTO THE COSMOS:** The lion does not eat curry and rice or have tea and biscuits. It's not his natural diet. It will be detrimental to his health. If he can use his discrimination, why can't we?

.....

**SUBJECT:** Mathematics –

**GRADE: 4**

**TOPIC:** Money

**SILENT SITTING:** Focal point and music

**VALUE:** Truth and Right conduct

**SUB- VALUES:** Discrimination, honesty, accuracy

**INTEGRATION:**

**WITHIN THE SUBJECT:**

Money has its uses. Discussion of money in South Africa. Size color shape symbols etc. it is an energy, and it is made to go around, not too hoard. Money must be used with discrimination, not recklessly. For example, money can buy books but not brains, wood or coal but not heat; a bed but not sleep. It is a passport to anywhere but not heaven.

**BETWEEN SUBJECTS:**

Social science names and money of different countries.

**INTO THE COSMOS:** Think of ways in which you can spend less money- difference between needs and wants.

**Life Application:** Start a savings jar

.....

**SUBJECT:** Geography

**GRADE 6:**

**TOPIC: AIDS**

**SILENT SITTING PLUS FOCAL POINT**



**VALUE:** Love

**SUB- VALUE:** Compassion

**INTEGRATION:**

**WITHIN THE SUBJECT:**

Would you like to be abandoned? How would you like to be treated if you had an incurable disease? We must show compassion for terminally ill people.

**BETWEEN SUBJECTS:** Life Orientation. Become a caregiver - read, shop, give medicines etc.

**INTO THE COSMOS:** Animals never abandon their young ones even if they are deformed.

.....

**SUBJECT:** Life Orientation

**GRADE:** 7

**TOPIC:** Goals

**VALUE:** Right conduct

**SUB VALUE:** perseverance, determination, self- confidence, self-discipline, faith.

**SILENT SITTING:** Include focal point



**CONTENT QUESTIONS:**

1. What are your parents good at?
2. What is it that you want to achieve?
3. Write down the time it takes and the steps to achieve your goals.
4. What have you done to achieve this thus far?
5. What qualities do you need to achieve this?

**INTEGRATION:**

**WITHIN THE SUBJECT:**

**Positive affirmation:**

I can, I will, I must not stop trying.

I must improve.

I am getting better.

**BETWEEN SUBJECTS:** English

Tortoise and hare - perseverance

David Beckham - self confidence

Jordan – focus

Madiba- patience, perseverance

**ACTIVITY:** Choose a role model who would help you to achieve your goals.

**INTO THE COSMOS:**

Faith displayed by bird while building its nest. It does not give up but perseveres.



**SUBJECT:** Social Science:

**GRADE 7**

**TOPIC:** Map work

**SILENT SITTING:** Focal point of map with music in background



**VALUE:** Truth

**SUB-VALUE:** precision

**INTEGRATION**

**WITHIN THE SUBJECT**

Be precise and discuss then draw all the landmarks in a map showing the route from your class to the gate.

**BETWEEN SUBJECTS:** Science: precision is needed when you assemble parts of a machine.

**INTO THE COSMOS:** look at the precision the bee uses to build its hive. there is precision in the movement of planets in space. This is God-made therefore there are no clashes.

Something that is man-made like satellites can crash on the moon.

.....

**SUBJECT:** Natural Science

**GRADE:** 6

**TOPIC:** Water – cycle. Water on earth.

**SILENT SITTING & FOCAL POINT:** Drop of water



**VALUE:** Right Conduct

**SUB-VALUE:** Proper use of water

**INTEGRATION**

**WITHIN THE SUBJECT:** Proper use of their textbooks.

**BETWEEN SUBJECTS:** AC- music. Song Don't waste water. (See list of songs)

**INTO ALL OF CREATION:** Water in the life of plants animals and birds.

.....



**SUBJECT:** Mathematics

**GRADE:** 4/5/6

**TOPIC:** Word problems

**VALUE:** Truth

**SUB-VALUE:** Accuracy/Sharing/Caring/ selfless service

**OBJECTIVES:**

1. Learners will be able to perform calculations to solve problems accurately

**LESSON** as per requirements

**INTEGRATION**

**WITHIN THE SUBJECT:**

The more we give the more we get.

**BETWEEN SUBJECTS:** Always be accurate just like the sun always giving warmth at the right time.

**INTO THE COSMOS:** God has created us to think and be accurate in our actions, so too we must be selfless, always giving to the needy. Sharing can solve many problems in the world.

.....

**SUBJECT:** *Life Orientation*

**GRADE:** 6/7

**TOPIC:** *It's the Law*

**VALUES:** *Truth; Peace; Right Conduct*

**SUB-VALUES:** *Justice, fairness; self-control; respect, responsibility*

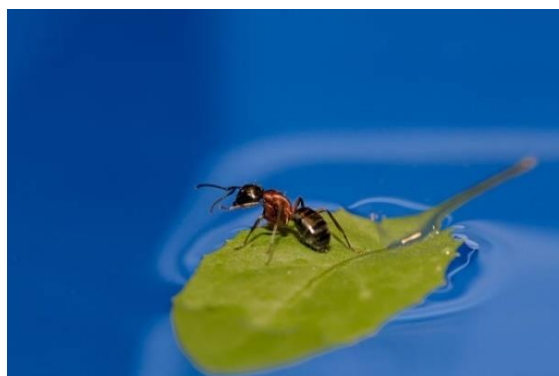
**OBJECTIVES:**

To make learners aware that the country can only be run effectively if rules and regulations are in place and adhered to.

**LESSON:**

**SILENT SITTING:**

Imagine an ant walking many metres till it is tired. It drinks water at a river but falls onto a leaf. It swirls around and discovers the sun shining brightly. As it moves downstream, it admires the beauty of nature.



**INTEGRATION WITHIN THE SUBJECT:**

Rules and regulations are necessary for justice, harmony and law and order to prevail. .

**BETWEEN SUBJECTS:** Investigate some rules in Mathematics and why they are necessary.

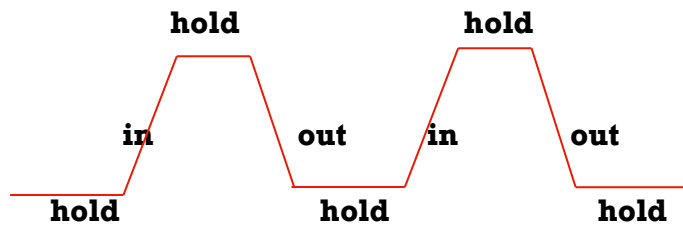
**CREATION:** Respect for rules in parks, public spaces and home.

**RESOURCES:**

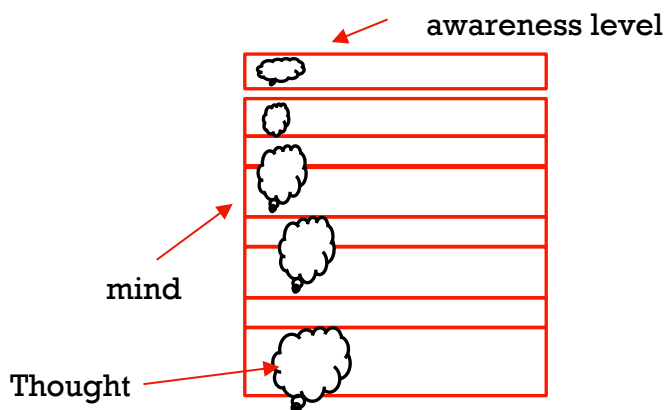
**BREATHING TECHNIQUES:**

**Significance of deep Breathing**

There are 4 stages to the breathing process. We breathe in followed by a short pause while the breath is held in, then we breathe out, followed by a short period while the breath is held out, before beginning again.



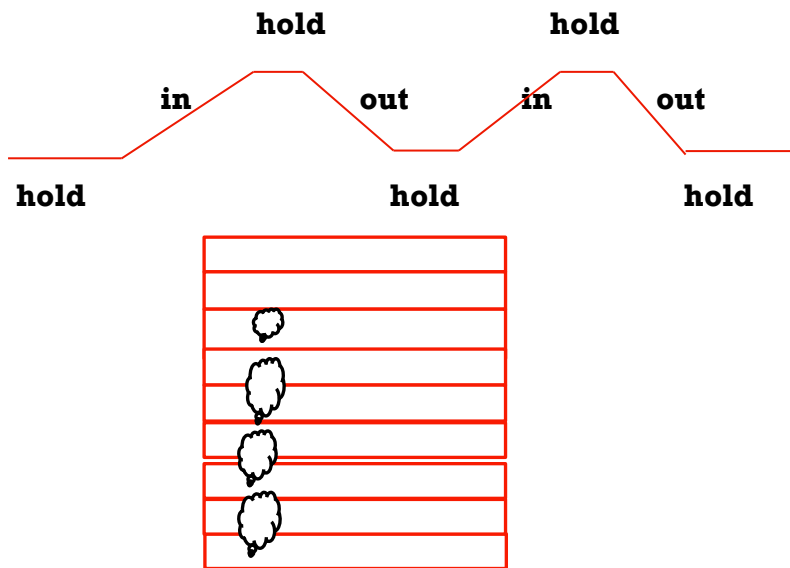
Using a box to represent the mind and parallel lines to represent the levels in the mind, we use a bubble to represent the thought. (See **Diagram 1** below)



**Diagram 1**

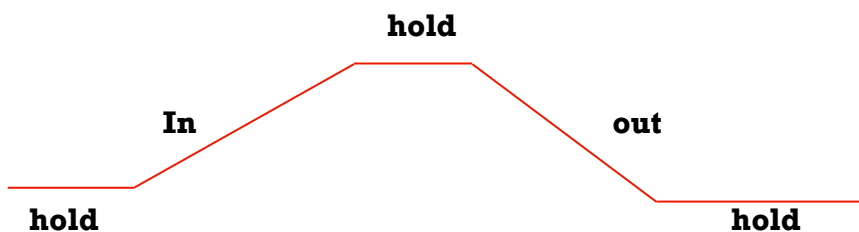
We experience the thought at the surface level, although it began long before the awareness caught the thought. The more erratic our breathing, the more the activity in the mind. By slowing the breathing, we slow the mind.

(See **Diagram 2** below)



**Diagram 2**

If we can slow the breathing almost to a stop very little activity takes place in the mind at all. (See **Diagram 3** below)





**Diagram 3**

Thus, breathing is the key to quieten mental activity. We will never eliminate thoughts, as the source of thoughts is the food we eat. Whatever is taken in through the senses is the food which feeds the mind. The nature of the thought is determined by the food. Agitation, through TV will result in agitated thoughts. Slothful downward dragging food results in the same quality of thought in the mind.

# BREATHING EXERCISES

## Breath watch:

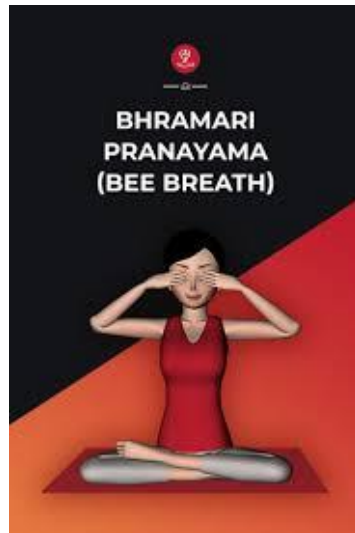
	Balancing	Calming	Alertness
Inhale	4	2	6
Hold	2	2	4
Exhale	4	6	2
Hold	2	4	2

### 1. **Om pranayama** –

Breathe in deeply and breathe out slowly while chanting Om.

This relieves headaches, brings peace and harmony and relaxes you.

## 2. **Brahmari pranayama:**



Place the thumb in the ears and close your eyes.

Place your three fingers on eyes. Index finger on forehead.

Breathe in and let out air making a humming sound through the nose.

This is good for headaches and concentration.

## 3. **Anulom Vilom:**

Close your eyes and close the right side of the nose with the thumb.

Breathe in through the left nostril and hold.

Breathe out through the right nostril slowly.

This is good for stomach ailments gas and high blood pressure, Dysentery.





#### 4. **Kapal bati:**

Breathe in deeply through the nose.

Breathe out in short bursts.

Good for headaches heart palpitations, high blood pressure, reduces pouch, gas, diarrhea, and cysts.



## 5. **Vayu Mudra:**

Place index finger to the base of the thumb.

Press thumb on knuckle of index finger bone.

Make firm contact.

Extend other fingers in relaxed way.

Removes most aches and pains.

Good for rheumatism, arthritis, gout. Paralysis, Parkinson's, and circulatory ailments.



6. **For wrinkles:** Look right and look straight ahead. Look left and look straight ahead. Look up and look straight ahead. Look down and look straight ahead.

## **RESOURCES FOR THE 5 TEACHING/TRANSFORMATION TECHNIQUES**

### **SAI QUOTATIONS –**

#### **1. Examples or Analogies**

e.g., 1. Grace is like the electricity available in your house. To get the benefit of the light you must make the self-effort of putting on the switch.

e.g., 2. Your heart is like the lock and your mind \_\_\_ is the key. Turn the key to the left and it gets locked. Turn the key to the right and it becomes unlocked.

Similarly, turn your mind towards worldly matters and, you become bound to the wheel of samsara. Turn it towards God and you attain liberation.

#### **2. Aphorisms (short, witty sayings)**

- No pain, no gain
- Hands that help are holier than the lips that pray.
- Baba's Commandments
- Act first, advise next.
- Speak obligingly even if you cannot oblige

#### **3. Sai Alphabets and abbreviations**

- Three P's : Purity, patience, and perseverance
- ABC: Always Be Careful/ Cheerful/ Charitable/Courteous

4. **Sai Equations and Arithmetic**

God + Ego = Man; Man – Ego = God

Good Teachers + Good Students = Good Nations

5. **Sai Acronyms**

**JOY:** Jesus first, Others next, You last

**WATCH:** Watch your Words, Actions, Thoughts, Character and Heart.

6. **Sai Gymnastics (play with words)**

Die mind, not Diamond

Platform heroes, practical zeroes.

*“ There is always some commotion and motion for promotion, but devotion is left in the deep ocean”*

## **VALUE QUOTATIONS**

- Work for a cause, not just for applause.
- Explain your anger, don't express it.
- Ability may get you to the top, but it is character that keeps you there.
- Each day is a gift from God and the only appropriate response is  
Gratefulness. Let the gratefulness overflow then it will be a good day.
- Life is not about how you survive in a storm, but how you dance in the rain.
- Things change but truth never changes.
- Honesty is the best policy.
- Jumping to conclusions is a dangerous exercise.
- A cheerful friend is like a sunny day.
- Love thy neighbor as thyself.
- All people smile in the same language.
- Let every day be like a plane with God as your pilot, prayer as your wings,  
hope as your fuel, love as your engine and joy as your passenger.
- Give and spend, God will send.
- A little key can open big locks. Small words can express big thoughts and  
a simple smile can make everything else worthwhile.

## **VALUE SONGS**

### **Brother come and take my hand**

Brother come and take my hand – Alleluya

Sister help to understand – Alleluya

River of life is deep and wide – Alleluya

Milk and honey on the other side      *(Tune - Michael row the boat ashore)*

### **I am a candle**

I am a candle; this is my flame

You have one also; we are the same

Let's shine together

Around the world

For we are Swami's boys and girls      *(Tune – You are my sunshine)*

### **Don't waste water**

Don't waste water    x 2

Water is Divine      x 2

Someday you may find it all dried up

You won't even have a single cup

Then you'll wonder why it stopped

If you waste water      *(Tune – 3 Blind mice)*

## **ICE BREAKERS**

### **1. Write down all your negative points.**

This will be collected in a box and burnt.

For example, I can't study, or I can't concentrate or meditate etc.

### **2. Why the wedding ring should be worn on the ring finger?**

Thumb – parents - cannot stay with us forever

Index- siblings - will go their separate ways making a life for themselves.

Middle- yourself

Ring-spouse/ life partner

Pinky- children - they will grow up get married and leave home.

Join palms at fingertips face to face.

Bend little fingers to touch each other.

Separate thumbs, index, and pinky 1 by 1 and bring back together again.

Do the ring finger alone.

It does not separate because you are meant to be with your spouse all your life.

### **3. Memory Game**

On a tray place 7 items. Show them to the students for one minute and then cover the items.

Students must then write down the items they have seen.

#### **4. Facial expressions**

Create 2 groups of 7 children each with each group-facing the other.

Each member must send a message through a facial expression for example:

- You are peaceful
- You are angry or in pain.
- You are a loving/ thinking/ happy person.
- You are beautiful/confused/shocked.

#### **5. Who did it?**

This game is a good icebreaker activity for new groups where people might not know each other that well.

- Hand out a pen and paper to each person and ask them to write something exciting they've done in their lives e.g. "I have been skydiving" or "I have been in a hot air balloon."
- Encourage people to think of something unique and interesting.
- Be prepared for some people to struggle to think of something.
- Collect all the pieces of paper and read them out aloud to the group.
- The group must decide who did it.
- In this way you will learn something new about other people in the group.



## 6. Positive thoughts:

- Provide envelopes and pens for all.
- Write the name of each child on a separate envelope.
- Everyone sits in a circle while soft music is played.
- When the music stops, each participant must write something positive about the person whose name is on the envelope.
- Collect all envelopes at the end and give each to the person to whom it belongs.
- Each person will know what others think of him or her.

## 7. What am I doing?

Emphasise each word as you read. Example

**What** am I doing?

What **am** I doing?

What am **I** doing?

What am I **doing**?

## 8. Office Yoga-

Sit on a chair and do the following:

Lift arms to shoulder level

Raise arms above head

Link thumbs and breathe in

Bend to right and breathe out.

## 9. Hold for 10 seconds and repeat on the left side.

Straighten legs out in front. Lift arms above the head and breathe in.

Bend and place palms on knees and breathe out.

Look in front for 10 seconds.

This exercise eases Spondylosis.

### **10. Line up blind**

- This game involves lining up in a given order, but with a twist.
- Cover everyone's eyes with a handkerchief or blindfold.
- Once everyone's eyes are covered announce to the group that they must organize themselves in a line in order of surname, alphabetically.
- This sounds simple but it is a good way to get people to understand the difficulties associated with not being able to rely on sight to communicate.
- You could also try variations such as lining up in order of height, age etc.

### **11. Drop the ball**

**Purpose:** co-operation and healthy competition

**Materials:** golf balls, straws, and tapes.

**Instructions:**

- Each small group receives 12 straws and masking tape.
- They get 10 minutes to build a container that will catch a golf ball dropped from about 10 feet.
- Each group selects a “ball dropper”.

- That person stands on a chair and holds the golf ball at eye level.
- The group places it's container on the floor where it thinks the ball will land.
- Each group gets three attempts.
- The group that gets a ball to go in and stay in its container wins.

## **12. Keep the balloon up**

Everyone stands in a circle. Throw the balloon in the middle.

### **Round 1:**

Keep the balloon off the floor.

People in the circle must run in and hit the balloon up while saying their name. (Same person can't hit the ball twice).

### **Round 2:**

The same as above, but when you hit the balloon up in the air, instead of saying your own name, you say the name of someone else and that person must come in to hit the balloon.

## **13. He said, she said**

Give each person a pencil and piece of paper.

Have each person start a story by writing one line.

They must then pass the piece of paper to the person on their right, who writes the next line of the story.

This continues until you get your own piece of paper back. At the end read the story aloud to the group.

#### **14. Balloon smash**

To prepare for this game you need two balloons for each person in your group plus some spares for those that might break while inflating.

The balloon should preferably be two colors to represent two different teams.

- Tie 2 long strings to the ends of each balloon.
- Give each person two balloons of the same color and have them tie one to each leg.
- Separate the teams on either side of the room.
- When you say “start”, the players try to pop the balloons from the other team by stepping on them.
- When both your balloons have popped, you're out and must sit down.
- The team with the last balloon remaining wins.

#### **15. Paper Telephone/ Picture consequences**

- Separate into groups of five to seven people.
- Have each group sit around the table.
- Give a blank sheet of paper to each participant.
- Everyone writes at the top of the piece of paper what they want the next person to draw e.g. a tree, a car etc.
- Everyone then passes their paper to the person on their left who then attempts to draw a picture which communicates the word.

- Once everyone is finished drawing their pictures, they then fold back the top part of the paper - the part that had the word on it- and will then pass the paper with only the picture visible to the player on their left.
- That player looks at the drawing and writes what they think the world is.
- He then folds back the part of the paper that had the drawing so that only the new world is now showing.
- This is now passed to the person on the left.
- Play continues around the table with each new person either drawing a picture of the word in front of them or writing the word they think the picture in front of them represents until the papers come full circle back to the original runners.

### **16. Banana surgery**

- Split the group into smaller groups and give each group a banana, cutting board and plastic knife.
- Each group should cut the banana into four or five pieces. (Don't tell them what the next steps are at this point)
- Then hand out banana surgery kits - pins, string, sticky tape, toothpicks, rubber bands etc. The goal is for each group to reassemble the banana.
- The lesson from this game is that some things like relationship, trust, reputation, bananas) are easy to break but more difficult to put back together.

## **17. Drawing game**

A quick flexible exercise. It is based on a simple drawing game we have all played as children.

**Equipment required:** Pen, pencil, paper. Split the groups into teams of five or six.

### **Instruction to groups:**

- One person in each team starts by drawing a shape or outline.
- The drawing is then passed to the next team member who must add to the drawing.
- This continues. the time spent by each person in turn on the drawing is limited to 10 seconds.
- The facilitator should shout “change” when appropriate.
- No discussion is permitted during the drawing nor any agreement before the drawing of what the team will draw.
- After one minute of drawing each team must agree privately to a description-maximum 3 words - of what they have drawn.
- The drawings are then passed around the group for each team to guess and write on the reverse of other teams’ drawing what they believe the drawing is or represents.
- Teams are not permitted to look at the reverse of the drawings (at other descriptions guessed) until they have decided on a description.

## **18. Toilet paper icebreaker**

This is a very simple and amusing introductions activity and a super ice-breaker and energizer for groups of people.

**Equipment:** A roll of toilet paper

- Give a toilet roll to a group member and instruct the group to: stand up and form a circle.
- Chant a repeating “1,2, 3.” about 2 seconds for each repetition.
- Each member must take as many sheets as they wish from the roll and then pass the roll to the next person within the time of a single “1,2,3.”
- After everyone has taken their sheets, stop chanting.
- Each person must now take it in turn to tell the group a few facts about themselves.
- The number of facts must equal the number of sheets of paper that the person holds.
- Facts must be new information about the person, short sentences, conveyed enthusiastically and inspirationally.
- The purpose of this exercise is to prove that competitiveness can backfire unless you know what you're competing for.
- Making assumptions carries risks.

## **GROUP ACTIVITIES**

### **1. MATCHING GAMES**

#### **1.1 ANIMAL QUALITIES**

	<b>ANIMAL</b>	<b>QUALITY</b>
	Kangaroo	Care
	Elephant	Utility
	Dog	Gratitude
	Squirrel	Saving
	Ox	Hard work
	Cow	Gentleness
	Deer	Swiftness
	Dove	Peace
	Owl	Wisdom
	cuckoo	Melody
	Ant	Discipline
	Bee	Industrious
	Spider	Perseverance
	butterfly	beauty

You can mix this up and ask the children to match the animal's name with its quality or you can replace the name with a picture. Each animal is associated with only one quality.

#### **1.2. UNITY IN DIVERSITY:**

Swami tells us about the oneness of all of us with lots of examples. We are all one but not the same. Each one of us is a unique expression of God but all of us are still one. How? Match the following and understand the oneness among all through this matching game.



No.	Phrase	Letter	Matching half
1	Cows are many	A	but worship is 1
2	Jewels are many	B	but sugar is 1
3	Pots are many	C	but breath is 1
4	Lakes are many	D	but milk is 1
5	Flowers are many	E	but current is 1
6	Sweets are many	F	but Gold is 1
7	Bulbs and gadgets are many	G	but goal is 1
8	Bodies are many	H	but water is 1
9	paths are many	I	but God is 1
10	Names are many	J	but clay is 1

## 2. QUOTATIONS:

Give half of a quotation to team A and the other half to team B.

Team A member reads out his or her half and team B member must respond with his or her half.

## 3. ATTITUDE TEST:

- If you come back as an animal in your next life, which one would you like to be?
- All participants write down answers followed by discussion.

- The answer will give an insight into the child's personality for example aggressive, domesticated, fast, shy, cunning, patient etc.
- What kind of animal would your parents be if reborn?
- This gives an insight into home situations.

#### 4. **MUSICAL CHAIRS WITH QUOTES:**

- Each learner has  $\frac{1}{2}$  of a quotation and the other half is placed on a chair.
- Learners must try to get to the chair with the correct quote.
- There's one extra child at the beginning of the game compared to the number of chairs.

#### 5. **ACRONYMS:**

Using their names, the children will create a value word describing him/herself.

##### **Example: Name - KOGIE**

K = kind;

O = obliging;

G = gifted;

I = intelligent;

E = energetic

## **6. GET REAL**

**Purpose:** Students can explore their own values and what is important to them. Additionally, through sharing, students can see that others have different values.

### **Preparation :**

- Cut up 4 sheets each of blue, pink, purple, green and orange paper into 8 x 8-centimetre squares.
- Each participant will receive 4 sheets of paper from each of the five different coloured stacks.
- Once the students have all the materials have them sort them in rows by colour.
- Set ground rules and let participants know that this is a very personal activity.
- Ask them to try to keep talking to a minimum.
- Tell them to reflect personally and professionally on their values.
- Next you will guide the participants through the process.

### **Blue**

- Think about 4 or personal positions that you value the most.
- Write down one answer per piece of paper.

### **Pink**

- Write down the four people that are the most important to you on each piece of paper.

- They can be family members, friends, mentors, professors etc. Only one person per paper.

### **Green**

- Think about four memories that you always want to have and write them down.
- These memories can be good or bad that you have learned from. However you may want to define them. E.g. Things that have made you the person you are today.

### **Orange**

- Think about four goals that you find important to set for your future.
- Write them down.

### **Purple**

- Write down four places that are important to you. It could be your hometown, state, residence, high school or the home you grew up in.
- Take a few minutes to look over these values that you have in front of you and think about why they are important to you.
- Think about the good times and the tough times that come along with some of them.
- Now that you've thought about these values, take 6 away.
- When you take these away that means that they are no longer part of your life (that is you never met that person, went to that place, have possession of that item, or are not working towards that goal.)

- Take five more away.
- Take four more away.
- Take three more away.
- This should leave you with your top three values in life.
- The top three things that influence who you are on a day to day basis.

**DEBRIEFING QUESTIONS :**

1. What values are you left with?
2. Why are they important to you?
3. Did you find the exercise to be easy?
4. What values did you find to be the easiest to eliminate?
5. What did you learn from this activity? About yourself?
6. How will the values that you wrote down affect your life? Future?
7. Do you think in life, you may have to make such difficult choices?
8. Do you think you will make the same choices as you did today?
9. What pressures in life could make you choose between things in your life?
10. How might you prepare to deal with such choices in your future?
11. What is important to you today is going to be as important to you in 5, 10, 20 years?

# **STORIES**

## **1. A SIMPLE GESTURE**

**VALUE:** Love

**SUB-VALUE:** Kindness

Mark was walking home from school one day when he noticed the boy ahead of him had tripped and dropped all the books he was carrying, along with two sweaters, a baseball bat, a glove, and a small tape recorder. Mark knelt and helped the boy pick up the scattered articles. Since they were going the same way, he helped to carry part of the burden. As they walked Mark discovered the boy's name was Bill, that he loved video games, baseball, and history, and that he was having lots of trouble with his other subjects. They arrived at Bill's home first and Mark was invited in for a Juice and to watch some television. The afternoon passed pleasantly with a few laughs and some shared small talk, then Mark went home. They continued to see each other around school, had lunch together once or twice, then both graduated from junior high school. They ended up in the same high school where they had brief contacts over the years. **Finally**, the long-awaited senior year came and three weeks before graduation, Bill asked Mark if they could talk.

Bill reminded him of the day years ago when they had first met. "Did you ever wonder why I was carrying so many things home that day?" asked Bill. "You see, I cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's sleeping pills and I was going home to

commit suicide. But after we spent some time together talking and laughing, I realized that if I had killed myself, I would have missed that time and so many others that might follow. So, you see, Mark, when you picked up those books that day, you did a lot more, you saved my life."

*John W. Schlatter (true story)-adjusted for this lesson*

## **2. PAID IN FULL**

**VALUE:** Right Conduct

**SUB -VALUE:** Appreciation

A young man was getting ready to graduate from college. For many months he had admired a beautiful sports car in a dealer's showroom, and knowing his father could well afford it, he told him that was all he wanted. As Graduation Day approached, the young man awaited signs that his father had purchased the car. Finally, on the morning of his graduation, his father called him into his private study. His father told him how proud he was to have such a fine son and told him how much he loved him. He handed his son a beautifully wrapped gift box. Curious, but somewhat disappointed, the young man opened the box and found a lovely, leather-bound Bible, with the young man's name embossed in gold.

Angrily, he raised his voice to his father and said, "With all your money you give me a Bible?" and stormed out of the house, leaving the Bible. Many years passed and the young man was very successful in business. He had a beautiful home and wonderful family, but realized his father was very old and thought perhaps he should go to him. He had not seen Him since that graduation day.

But before he could decide, he received a telegram telling him his father had passed away and willed all his possessions to his son. He needed to come home immediately and take care of things. When he arrived at his father's house, sudden sadness and regret filled his heart. He began to search through his father's important papers and saw the still new Bible, just as he had left it years



ago. With tears, he opened the Bible and began to turn the pages. His father had carefully underlined a verse, Matt 7:11, "And if ye, being evil, know how to give good gifts to your children, how much more shall your Heavenly Father which is in Heaven give to those who ask Him?" As he read those words, a car key dropped from the back of the Bible. It had a tag with the dealer's name, the same dealer who had the sports car he had desired. On the tag was the date of his graduation and the words...PAID IN FULL.

***How many times do we miss God's blessings because they are not packaged as we expected?***

### **3. AAA DAD**

**VALUE:** Non-violence

**SUB-VALUE:** Service to others

For 52 years my father got up every morning at 5:30 a.m., except Sunday, and went to work. For 52 years he returned home at 5:30 p.m., like clockwork, for dinner at 6:00 p.m. I never remember my father taking a "night out with the boys," nor do I ever recall my father drinking. All he asked from me as his daughter was to hold his hammer while he repaired something, just so we could have some time to talk to each other.

I never saw my father come from work ill, nor did I ever see my father lay down to take a nap. He had no hobbies, other than taking care of his family.

For 22 years, since I left home for college, my father called me every Sunday at 9:00 a.m. He was always interested in my life, how my family was doing, and I never once heard him lament about his lot in life. The calls even came when he and my mother were in Australia, England, or Florida.

Nine years ago, when I purchased my first house, my father, 67 years old, spent eight hours a day for three days in the 80-degree Kansas heat, painting my house. He would not allow me to pay someone to have it done. All he asked, was a glass of iced tea, and that I hold a paint brush for him and talk to him. But I was too busy, I had a law practice to run, and I could not take the time to hold the paint brush or talk to my father.

Five years ago, at age 71 again in the sweltering Kansas heat, my father spent five hours putting together a swing set for my daughter. Again, all he asked was that I

get him a glass of iced tea and talk to him. But again, I had laundry to do, and the house to clean.

Four years ago, my father drove all the way from Denver to Topeka, with an eight-foot Colorado Blue Spruce in his trunk, so that my husband and I could have a part of Colorado growing on our land. I was preparing for a trip that weekend and couldn't spend much time talking to Daddy.

The morning of Sunday, January 16, 1996, my father telephoned me as usual, this time from my sister's home in Florida. We conversed about the tree he had brought me, "Fat Albert," but that morning he called the tree "Fat Oscar," and he had seemed to have forgotten some things we had discussed the previous week. I had to get to church, and I cut the conversation short.

The call came at 4:40 p.m., that day, my father was in the hospital in Florida with an aneurysm. I got on an airplane immediately, and on the way, I thought of all the times I had not taken the time to talk to my father.

I realized that I had no idea who he was or what his deepest thoughts were. I vowed that when I arrived, I would make up for the lost time, and have a nice long talk with him and really get to know him.

I arrived in Florida at 1 a.m. My father had passed away at 9:12 p.m. This time it was he who did not have time to talk, or time to wait for me.

In the years since his death, I have learned much about my father, and even more about myself. As a father he never asked me for anything but my time, now he has all my attention, every single day.

#### **4. THE CARPENTER'S HOUSE**

**VALUE:** Truth

**SUB-VALUE:** Self-awareness

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house building business and live a more leisurely life with his wife enjoying his extended family. He would miss the pay-check, but he needed to retire. They could get by.

The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favour. The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end his career.

When the carpenter finished his work and the builder came to inspect the house, the contractor handed the front-door key to the carpenter. "This is your house," he said, "my gift to you."

What a shock! What a shame! If he had only known he was building his own house, he would have done it all so differently. Now he had to live in the home he had built none too well.

So, it is with us. We build our lives in a distracted way, reacting rather than acting, willing to put up less than the best. At important points we do not give the job our best effort. Then with a shock we look at the situation we have created and find that we are now living in the house we have built. If we had realized that we would have done it differently.

Think of yourself as the carpenter. Think about your house. Each day you hammer a nail, place a board, or erect a wall. Build wisely. It is the only life you will ever build. Even if you live it for only one day more, that day deserves to be lived graciously and with dignity. The plaque on the wall says, "Life is a do-it-yourself project." Your life tomorrow will be the result of your attitudes and the choices you make today.

***Author Unknown***

## 5. THE WOODEN BOWL

**VALUE:** Peace

**Sub-Value:** Reflection

A frail old man went to live with his son, daughter-in-law, and a four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together nightly at the dinner table. But the elderly grandfather's shaky hands and failing sight made eating rather difficult. Peas rolled off his spoon onto the floor. When he grasped the glass often milk spilled on the tablecloth. The son and daughter-in-law became irritated with the mess. "We must do something about grandfather," said the son. I've had enough of his spilled milk, noisy eating, and food on the floor. So, the husband and wife set a small table in the corner. There, grandfather ate alone while the rest of the family enjoyed dinner at the dinner table. Since grandfather had broken a dish or two, his food was served in a wooden bowl. Sometimes when the family glanced in grandfather's direction, he had a tear in his eye as he ate alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and mama to eat your food from when I grow up." The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be

done. That evening the husband took grandfather's hand and gently led him back to the family table.

For the remainder of his days, he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled. Children are remarkably perceptive. Their eyes ever observe, their ears ever listen, and their minds ever process the messages they absorb. If they see us patiently provide a happy home atmosphere for family members, they will imitate that attitude for the rest of their lives. The wise parent realizes that every day the building blocks are being laid for the child's future.

***Let us all be wise builders and role models. Take care of yourself, ... and those you love, ... today, and every day.***

## **6. FOREVER A MONSTER**

**VALUE:** Love

**SUB-VALUES:** Kindness, Forgiveness and Generosity

Once upon a time, there was a boy who was so badly behaved that the Chief Fairy of the land came by to punish him. The Fairy turned the boy into a monster, in a spell which meant the boy could only escape from being a monster if he managed to seriously frighten someone. At first the boy thought this would be easy, but he soon found that the children in his area were very difficult to scare.

A long time passed, and he got more and more fed up; so, he decided to look for some easy prey: a boy who was well known as a sucker. To ensure success, he studied this boy for some time, following him wherever he went, and in passing, seeing all the good works he did. His target gave to charity, played with the children in hospital, helped old people...

Finally, he had fully prepared the best fright ever. A fright that would free him from monster hood forever, and leave that good, unsuspecting boy, scared stiff. However, when he went to frighten the boy, there came into his mind the images of all the people the boy had helped. The monster decided to leave the boy alone, because he realised that all his good work was without price. And if he did the boy any damage, he would be responsible for him not being able to help more people.

At that exact moment the Chief Fairy appeared and rewarded the monster's good attitude by turning him back into a boy.



And that boy, who had been so badly behaved, became very kind, and a good friend of the boy he had been about to frighten to death.

***Pedro Pablo Sacristán***

## ***SUGGESTIONS FOR MAINTAINING DISCIPLINE IN THE CLASSROOM***

1. Walk into the classroom confidently
2. Prepare lesson thoroughly and know your subject.
3. Learn children's names as soon as possible.
4. Be definite and concise in your instructions.
5. Be well organized.
6. Be prepared for the unexpected.
7. Be consistent.
8. Carry out threats.
9. Don't punish the class for the actions of a few.
10. Control your temper and watch your tongue.
11. Change methods of teaching to maintain interest.
12. Be enthusiastic and interesting.
13. Be as courteous to learners as you would expect them to be towards you.
14. Establish a good teacher pupil relationship.
15. Do not become too familiar with your learners.
16. Think carefully before you bribe learners for good behavior.
17. Always avoid physical force.
18. Don't see and hear every little thing.

There is one way to maintain discipline, but you must be firm, fair, and friendly, possess judgment and keep the above points in mind.

Remember: a gram of prevention is worth a kilogram of cure.

## ***TECHNIQUES TO CREATE AN ENERGY OF LOVE***

Remember happy children equals happy teachers. A school with aggressive children leads to depressed teachers.

- Create an atmosphere permeating with love.
- Bring the outside in.
- Brighten the environment.
- Be an exemplar, resonating what you expect from the children, e.g.,  
Example talk in a soft loving voice etc.
- Have a routine, for example, start with meditation and silent sitting.
- Have an ice breaker and then commence with your lesson.

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I WANT each one of you to grow into a strong, steady and straight person. Your eyes should not seek evil sights; your ears should not seek evil tales; your tongue should not seek evil speech; your hands should not seek evil acts; your minds should not seek evil thoughts. Be pure and be full of Love. Help those who are in a worse condition and serve those who need your help. - Sai Baba



**LOVE ALL, SERVE ALL, HELP EVER, HURT NEVER.**