

SATHYA SAI EDUCATION IN HUMAN VALUES

*a*  *lifeline*

for Teens, Young Adults and Beyond

Published by the Sai Institute of Education West Indies

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## FOREWORD

The Sai Institute of Education West Indies is pleased to offer to all young persons and adults the publication "**Sathya Sai Education in Human Values (SSEHV) – a Lifeline for Teens, Young Adults and Beyond**". This publication has been produced with several reasons in mind.

The first is that it will serve as a resource that can be used in communities to foster positive values in the young. The Sathya Sai Education in Human Values Programme is a secular one that seeks to nurture five universal human values: Truth, Right Conduct, Peace, Love and Non-violence. These are called "basic human values" since their origin lies within each one. Goodness is inherent, but it has to be carefully nurtured so that the "blossoming human excellence" that is each individual's potential can be "brought out."

This is the goal of EDUCARE, the philosophy that underlies Sathya Sai Education in Human Values. EDUCARE means to "bring out" the goodness that lies within. This goodness is defined as character excellence, academic excellence and excellence of "being". "The end of education is character," says the founder of the programme, Sathya Sai Baba, one of the world's most renowned educators.

The five basic human values are explained in terms of "sub-values" or related values. The ones chosen for emphasis in this publication are among those values which the young – teenagers, young adults, and adults as well, have the need to nurture if they are to develop positive attitudes and a personal value system that will enable them to function as decent and productive citizens in whichever sphere - higher education, the world of work and personal life. As regards the world of work, the focus is on giving them skills for optimal functioning, "soft skills" that will enhance their technical and vocational skills.

In today's world, these "soft skills" are seen as equally valuable, if not more so than technical skills. Employers often bemoan the lack of these skills in graduates and wish for schooling and training to do a better job in this sphere since these skills are at the bedrock of good work attitudes, ethical behavior and good character. These skills also have obvious application in all areas of a person's life, both professional and personal.

Some life skills have also been selected for emphasis in the publication. **Life skills** have been defined by the **World Health Organization (WHO)** as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."

These are skills that are important all the time and in every sphere of our lives. The two sets of skills may not be mutually exclusive but put together they are the skills that we need to develop for living a life of quality: we understand our purpose, and we work towards realising this

purpose. We are at peace with ourselves, we understand that we are part of a larger whole, and we experience a sense of connectivity with all of Creation.

The publication will also function as a resource for use with graduates of Sai Spiritual Education. These graduates are young teenagers who are not yet of the age to join the “ Young Adults” Wing. Teachers of Sai Spiritual Education have over time expressed the need to continue working with this group so that they are not lost to influences which will impact negatively on them in this very sensitive period of their life.

The publication is suited as well for use in study circles in Sathya Sai Centres since it is based on the five values. It can complement information selected by the study circle facilitator from the teachings of Sathya Sai Baba. The purpose of exposure to the five values is transformation. This is also the stated goal of the study circle: “Not information, but transformation, not instruction but construction should be the aim. Theoretical knowledge is a burden, unless it is practised.” (*Sai Baba*) With respect to practice, each topic has a “Follow-up and Life Application” component that participants are required to apply. From application will come self-knowledge, the self-awareness that is a requisite for transformation. The most important thing to be learnt is “your own true nature,” says Sai Baba.

The publication is ideal as well for study circles in any setting where the purpose is awareness building for the purpose of self-transformation. Community groups, church groups, youth camps and youth groups are certain to find it a useful resource.

The publishers are certain that this book will be treasured by all users because its contents have the capacity to nurture positive values and build skills that are critical for successful functioning in all aspects of living.

Kunti Mathura

Director, Sai Institute of Education, West Indies

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## INTRODUCTION

### **Purpose**

The purpose of the workshops is to assist the participants - teens, young adults and adults- embrace positive values which will lay the foundation for good character. The topics selected will develop “soft skills” and “life skills”, both of which are an invaluable asset as the age group targeted continue with their education, enter the world of work or function in the workplace. These skills will be of great benefit in their private life as well.

The publication is comprised of twenty-one (21) workshops. The topics selected for the workshops are sub-values of the “five basic human values: Truth, Right Conduct, Peace, Love and Non-violence.” Each workshop will require more than one session. The duration of each session is between an hour- and- a- half to two hours.

The following components are used in each workshop: silent sitting, conversation starters, discussion, quotations for discussion and reflection, activities, insights, and follow-up and life application. Stories have been included as well since the story is an extremely effective tool for nurturing values. These are all techniques of the Direct Approach of the Education in Human Values Programme. Each technique has transformative power. In addition to these components, most of the workshops contain information in the form of “additional resources” that will be of tremendous benefit to both the facilitator and the participants.

As participants become engaged in the sessions, it will result in heightened self –awareness and skill-building. Self -awareness heightens sensitivity and emphasises inner processes such as motivation, understanding and reflection. Self-awareness is the path to transformation. Skill-building will give them tools required to effectively manage their interface with others with caring and sensitivity. It is expected that right habits and attitudes will emerge from deeper levels of understanding.

The skills they will acquire will enhance their technical skills. Skill-building and self-awareness are required in every sphere of life. Also, every situation provides opportunities for deepening self-awareness and skill-building. The intended outcome is that participants will embrace positive actions and cultivate good habits, the foundation of good character. Good character lays the foundation for happy living.

### **Structure of the Workshops**

Each workshop identifies the sub-value that is its subject and the basic human value to which it is related. The specific objective/s of the workshop are clearly stated. The components of each workshop are briefly explained below.

### **Silent Sitting**

The workshop starts with a period of silent sitting. One of the techniques used is guided visualisation. Its effectiveness has been increasingly established by research findings that

demonstrate its positive impact on health, creativity and performance. It assists in calming the mind and enabling participants to focus. It nurtures Peace and the emotional aspect of the personality.

### **Conversation Starters**

The conversation starters are intended to introduce the topic and to initiate verbal interaction among the participants. The facilitator, from the outset, should seek to create an atmosphere that is caring and collaborative so that all participants feel comfortable to share. The facilitator is free to use additional resources to set the scene for the workshop- video clips, newspaper and magazine clippings, pictures, posters etc.

### **Questions for Discussion**

The workshops are intended to be interactive. The list of questions given is quite detailed and is based on the specific objective identified for the workshop. The facilitator should try to ask as many questions as possible so as to elicit as much relevant information as possible.

The questions are not for testing participants' knowledge. They are for the purpose of getting them engaged in joint exploration of the topic, encouraging critical thinking, expression of views and opinions, reflection, creating a sense of shared learning, and nurturing insights. The questions will generate sharing from which insights will emerge. The facilitator should ensure that the discussion stays on track and should encourage all to participate. If there are questions which were not discussed but which are important to the discussions, the facilitator should highlight these and treat with them in another session before the particular workshop is brought to a close. Discussion of the questions lies at the heart of the workshop.

### **Quotations**

Every workshop has several quotations which relate to the subject of the workshop. These are a rich source of wisdom for guiding participants in embracing what is ideal and noble. They are deeply inspiring; they initiate reflection, and they serve the additional purpose of counteracting negative thoughts that are often prevalent in the environment. Every workshop has at least one quotation from Sathya Sai Baba, one of the world's most renowned educators and the founder of Sathya Sai Education. Priority must be given to discussion of this quotation. The facilitator will determine the others that will be discussed. The participants as well may show interest in discussing specific quotations. Indeed all the quotations can be discussed through allocation to the participants.

Quotation as a teaching technique nurtures the intellectual aspect of the personality and the basic human value, Truth.

### **Activities**

Both individual and group activities have been given for each workshop. These will enable the participants to deepen their understanding of the sub-value, heighten self-awareness and improve skills.

**Role-play:** Several of the workshops have a role-play activity. This is an active and interesting way to get participants involved in reflection. The role play identifies a problem situation. Participants assume the identities of those persons affected by the problem in order to act out potential solutions. A major benefit of role play is that it asks participants to try to understand the experiences of others. It is also beneficial in actively engaging participants in problem-solving. Participants are challenged to develop potential solutions to the identified problem and then try out their comfort level in implementing the solution. In the process participants can realize the strengths and weaknesses of the proposed solutions, and may discover new facets of the problem.

Equally important, participants learn more about their own strengths and weaknesses in handling such situations and can receive feedback from other group members in order to improve their knowledge and skills. It is important that the role-play encourage creativity and spontaneity. When the role play ends, the facilitator debriefs, ensuring that the participants are all aware that it has ended. It should be stressed that the actors have left their roles and are now themselves.

**Journal:** In some of the workshops there are opportunities for journal writing. Journals are a written form of reflection on an activity or experience. In a journal, participants examine their thoughts and experiences, and further the learning they have done in relation to the experience/ activity. The reflective component inherent in thinking critically about the experience/activity is critical. It can lead to self-understanding.

### **Insights**

This activity is used at the end of every workshop. It encourages deep reflection. The participants are asked to make a statement of what they have learnt from the workshop or the session. This is done sequentially. Through engagement with the various components of the workshop, it is expected that participants will derive insights that will result in heightened self-awareness. Self-awareness serves as a platform for transformation and skill-building.

### **Follow-up and Life Application**

The insights derived by each participant are the foundation for activating the learning. There are several activities suggested for increasing self-awareness, developing new skills and improving existing ones. Participants are also free to devise their **personal plan of action**. This too will emerge out of insights they have derived and will be personally relevant to their situation. The workshops are only valuable to the extent that participants commit to life application.

### **Additional Resources**

At the end of most of the workshops, there is additional information that the facilitator and participants are certain to find very useful. These are for reading and reflection. They can also be discussed in the sessions because they have direct relevance to the particular workshop.

These resources can also be supplemented by resources the facilitator may wish to access in the form of video-clips, newspaper/ magazine articles, and other relevant materials. In this regard, the facilitator will take into consideration the needs of the particular group.

## **The Facilitator's Role**

The facilitator takes responsibility for conducting the workshop. Each group member comes with his or her own experience which is to be respected. The facilitator's main role is to enable sharing among group members - from which insights will be derived for application.

In general, facilitators have three responsibilities:

- to make sure that everyone has a chance to have their ideas and feelings expressed
- to keep the discussion moving in a direction that produces a product without rushing the group (this product may be a plan, a brainstorm, a role-play)
- to maintain a safe and respectful group environment where the group has taken ownership of what safety and respect mean to them.

In a group that is being facilitated well, each group member:

- is the expert of his or her own experience
- is equal to all the other group participants and the facilitator

A well-facilitated group creates a wonderful flow of ideas and experiences among all the group members.

The values described below are often considered essential for individuals involved with group learning and with facilitating the learning process.

### **Respect**

- Recognize each individual and his / her right to be heard
- Believe in everyone's ability to grow and change
- Value and acknowledge each person's strengths
- Encourage the full expression of ideas
- Honour everyone's right to make choices
- Value each person's right to their own perspective

**Genuineness**

- Be aware of and take responsibility for your own feelings, values, thoughts and unresolved issues, and recognize the impact these have on others
- Be consistent between the expression of your thoughts and feelings and the way you behave or act
- Remain open to positions that differ from your own
- Be aware of and work within your own limits – set clear personal boundaries

**Positive attitude**

- Accept each individual as valuable in his or her own right
- Trust in the ability of each individual to discover his or her own solutions to problems
- Recognize individual strengths and efforts to change
- Focus on the individual, not the behaviour
- Provide feedback that focuses on observations rather than judgments.

## WORKSHOP # 1 – SELF-AWARENESS

### VALUE- TRUTH

### SUB - VALUE- SELF-AWARENESS/SELF-KNOWLEDGE

**OBJECTIVE:** Participants will increase their awareness of who they are at a deeper level/they will increase their knowledge of self.

### SILENT SITTING

1. Find a comfortable sitting position which you can easily hold for ten or fifteen minutes either on a chair or the floor. Keep your back straight and your feet flat on the ground. Above all, your posture should be comfortable, relaxed and balanced.
2. Close your eyes and begin breathing calmly and slowly, taking about twenty slow, rhythmic, connected breaths into your upper chest.
3. Let all your concerns go. Imagine them vanishing. Every time a thought comes up, imagine it on a blackboard, then effortlessly erase it, or imagine putting each thought into a bubble that floats away.
4. Relax your body. Feel yourself growing serene, calm, and tranquil. In your imagination, travel through your body, relaxing each part. Mentally relax your feet, legs, thighs, stomach, chest, arms, hands, shoulders, neck, head, and face. Let your jaw be slightly open, and relax the muscles around your eyes.
5. Put up a bubble of white light around you. Imagine its size, shape, and brightness. Play with it making it larger and smaller until it feels just right.
6. When you are calm and relaxed and ready to return, bring your attention slowly back into the room. Savour and enjoy your state of calm and peace...

### CONVERSATION STARTERS

What do you think self-awareness means?

How can being self-aware bring change to our lives?

The facilitator gives a simple explanation of what self-awareness means.

**Awareness** is our capacity to notice things. We may be aware of the time or aware of a particular situation - we may notice that we are late or that someone is watching us. Being aware of such things means we have taken note of them. This is **awareness**.

**Self awareness** basically describes a situation where the light of awareness is turned onto ourselves. While **awareness** is our ability to take note, **self-awareness** is our ability to take note of ourselves.

When we turn our awareness to shine on ourselves, we may become conscious of a great deal of internal activity. We may notice specific thoughts or thought patterns. We may notice particular emotions or flows of energy. We may awaken to physiological processes happening in our body such as heartbeat, heat, sweating. We may notice intuitions or gut feelings.

## QUESTIONS FOR DISCUSSION

These questions are intended to guide participants to reflect on self; begin the long search for “who am I?” and lead them to become more aware of who they are. The facilitator may select from among them.

1. What do you consider to be the different aspects of the self?
2. What are the factors that contribute to who you are?
3. What are your strengths/weaknesses?
4. What are your desires?
5. What do you consider to be your purpose in life?
6. What is unique about you?
7. What are your core values?
8. Are you happy with whom you are?
9. Is there something you do not understand about yourself?
10. What would you like to change about yourself?
11. What are your good habits? What are your bad habits?
12. What is your single best quality?
13. What are your stressors?
14. What things make you happy?
15. What things make you sad?
16. What are you passionate about?/ What gets you excited and claims your undivided attention?
17. Write three positive statements about yourself: (1) I am...
18. Which world famous person do you admire most? Give reasons.
19. If you were to receive an award, what would you want that award to represent? Why that specific award?
20. Identify one specific situation where you feel the most angry or frustrated. What are some of the core components of that situation? What beliefs do you have about that situation that contributes to your anger or frustration?
21. How do you keep your body healthy?

22. How do you keep your mind healthy?
23. In what ways do you seek to connect with the spirit within/ your inner being or core?
24. Do you enjoy your own company? How much time do you spend in your own company?
25. What are the various roles you play?
26. What values do you practise in fulfilling these various roles?
27. Was there a time when you had to make a difficult choice? What did this teach you about yourself?
28. If you had the power to make one positive change to our world, what would you change?
29. **Do you see any pattern to the answers you gave above?**  
If so, what is the pattern?
30. **Is there a general theme to your life, based on your answers?**  
If so, what would that theme be?

### QUOTATIONS FOR DISCUSSION

1. "You are not a man, you are God yourself. You are not one person, but three: the one you think you are (physical); the one others think you are (mental); and the one you really are (spiritual)... Don't be under the delusion that God is somewhere and you have to search for Him. God is in you, and when you are able to realize that, and when you are able to develop the spiritual power from within you, then you will see God."  
*Sathya Sai Speaks Vol 13, Chapter 6*
2. "There is no place without God. There is no being without divinity. Each and every being is the embodiment of divinity." *SSSB Discourse- 15-02-1999*
3. "I am God; I am the same as God." *Sai Baba*
4. "God is within you. Seek him, feel Him, embrace Him. He is there deep inside you, the Self." *Sai Baba*
5. "One should gain knowledge which bestows immortality! What is this knowledge? It is the knowledge of the Self, the immortal Universal 'I'." *Sanathana Sarathi Sept 2000*
6. "Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power." *Tao Te Ching*
7. "Knowing yourself is the beginning of all wisdom." *Aristotle*
8. "He who knows others is wise; he who knows himself is enlightened." *Lao Tze*
9. "Be yourself. Everyone else is taken." *Oscar Wilde*
10. "As human beings, our greatness lies not so much in being able to remake the world... as in being able to remake ourselves." *Gandhi*
11. "I saw my lord with the eye of the heart. I said: Who art Thou? He answered: Thou."  
*Al-Hallaj (888-922) Sufi mystic*

### ACTIVITIES

1. **Who Am I?**



Tell the participants you would like them to respond in writing to ten questions. Then ask them ten consecutive times to respond to the question "Who am I?" At the end of the "quiz", ask them to cross off three of the items, then three more. Process what types of responses they wrote for their identity (acknowledging that some may have hidden identities that they may not wish to share). How did it feel to cross items off? What types of responses were crossed off first/last (for example, most negative, less important, etc.)?

## 2. Portrait Poem

Below is a simple plan to help you write your own portrait poem.

- L1 Your first name
- L2 4 words that reflect your core values
- L3 Brother of.../Sister of...
- L4 Lover of...list 3 things you love
- L5 Who feels...list 3 things
- L5 Who needs... list 3 things
- L6 List 3 things that scare you
- L7 Positive changes you would like to see in the world...3 things
- L8 Resident of...where you live
- L10 Last name

## INSIGHTS

What have you learnt about self-awareness?

What is your concept/picture of the ideal human being/ your ideal self?

What do you consider to be the real you?

## FOLLOW-UP AND LIFE APPLICATION

1. Work at deepening your connection with your real self through the following:

- Daily prayer
- Silent sitting/Practise silence
- Meditation
- Visualisation
- Enjoy your own company

2. Self-inquiry: (a habit to cultivate).

Be still and ask:

Who is the 'I' that assumes the role of doer-ship?

Where is this 'I' that assumes it is separate from the Source?

Who is meditating on whom?

Who realizes whom?

Who is the I? Whom does the 'I-thought' refer to?

## WORKSHOP # 2 – HONESTY

### VALUE- TRUTH

### SUB-VALUE - HONESTY

#### OBJECTIVES:

1. Participants will recognize the importance of honesty in their daily interactions with peers, parents, teachers and employers, and its role in cultivating trusting relationships.
2. Participants will have the opportunity to examine their sincerity, loyalty, and integrity and evaluate whether they are honest.

#### SILENT SITTING

Sit in a comfortable position with your backs straight...close your eyes. Take a few deep breaths in and then out...Feel relaxed...Be thankful for this beautiful day which is God's gift to you. You will do the best that you can... and be your best self. It's a day when you will be thankful for every blessing... every kindness shown...and you will be kind in return... You will be respectful and polite to every person who comes your way....family...friends...co-workers...strangers... for they all help you to realize who you are... Slowly open your eyes.

#### CONVERSATION STARTERS

What is your definition of an honest person?

Do you consider honesty to be an important quality? Why?

From the discussion participants will understand the following:

Honesty is about being truthful in what you say and in what you do.

Honesty includes telling the truth (not lying), not hiding the truth (deceiving), and acting in a way that is morally right (not stealing, cheating).

Honesty is important to how a society functions.

#### QUESTIONS FOR DISCUSSION

1. Have you ever told a lie? How did it make you feel?
2. How many lies does someone tell before he/she is called a liar?
3. Is there anything like a "small lie"?
4. When someone is dishonest with you how does it make you feel?
5. What are some examples of honesty you really appreciate?
6. Brainstorm the reasons people give for lying, stealing, cheating. Are they valid? What do you consider to be wrong with each of them?

7. How important is it to you that your friends be honest?
8. How important is it to you to be honest with your parents/teachers/employers?
9. What do you understand by the term “integrity in the workplace”?
10. Develop a code of conduct for the workplace.
11. What does honesty mean in a political context? Why do we want our politicians to be honest?

### QUOTATIONS FOR DISCUSSION

1. “Honesty results from a pure heart and pure thoughts. It is also related to the desireless state because in that state there is no need to distort the truth.” *Sai Baba*
2. “Honesty is the first chapter in the book of wisdom.” *Buddha*
3. “Honesty is more than not telling a lie. It is truth telling, truth speaking, truth living, and truth loving.” *James E. Faust*
4. “Honesty is the best policy.” *Proverb*
5. “Truth allows you to live with integrity. Everything you do and say shows the world who you really are. Let it be the Truth.” *Oprah Winfrey*

### ACTIVITIES

1. Participants form three groups. Assign one of the following scenarios to each of the groups. Group members will work together to answer the assigned question. How can honesty be used to solve the problem?
  - You have an important test for which you have not studied. Your best friend is sitting in the desk next to you. He tells you that you can look off his paper during the test so that you do not fail. Would you cheat off your friend or risk failing the test? Explain your thinking.
  - You observe a passer-by drop a hundred-dollar bill. You would like to go to the mall this evening with your friends. This money would pay for a box of “Chinese” and you may even be able to buy one or two snacks. Would you pick up the money and give it to the passer-by or take the money and go to the mall? Explain your thinking.
  - You are checking out of the grocery and you realize that the cashier has given you too much change. Your family is tight on money since your mom got laid off. This would really help the family this week. Do you keep the money and buy extra groceries or tell the cashier that you were given too much change? Explain your thinking.
2. **Role-play** the above scenarios in place of discussion.
3. You are at home. It is early in the morning. Dad is reading the newspaper. The phone rings. Before you pick it up Dad shouts, “If it’s for me, I am out for a walk.” What would you say to the caller? What would you say to your dad to resolve this conflict in an honourable and honest manner? This scenario can also be role-played.

4. Participants discuss the following scenario: Your studymate asks if you have finished your paper and you say yes. She asks you to e-mail her your paper to give her some ideas to start her paper. Discuss the following:  
How would you handle this situation? List at least three possibilities.  
Discuss the implications of this situation for you, your friend and others.  
What are various ways this situation could unfold? List several.
5. Discuss how "**compiling**" a paper is different from "**writing**" a paper. Have each person write down 3-5 disadvantages of submitting a compiled paper. Discuss.
6. As a group participants come up with three simple rules for avoiding plagiarism.
7. Participants discuss the following scenario: Your best friend turned in a paper downloaded from a free essay site. How would you describe your friend's character? How would you describe your friend's capabilities? What kind of employee do you think your friend will be when she/he enters the professional workplace?
8. Present the following scenario for role-play: You are a supervisor at work. One of your employees, Allan, called in sick today. Later that night, you saw Allan at the Raymond and Family concert (he did not see you). You are planning to talk with Allan when he returns to work. Write down the points you want to discuss with him. Now pretend you are Allan. You know the boss saw you at the concert. Should you do anything? If so, what? Be specific.

## INSIGHTS

What have you learnt about honesty?

How will your awareness of the importance of honesty help you deal with dishonest behaviours in those around you?

## FOLLOW-UP AND LIFE APPLICATION

- Work with the awareness that honesty is your birthright. It is what you have to be. Become more attuned to the feelings of others, so that your actions do not hurt anyone. Think before acting, especially on sensitive issues and make the right choices.
- Work on eradicating any dishonest trait you may have.

## ADDITIONAL RESOURCE

### STORY FOR REFLECTION: *Mercury and the Woodman*

A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not as sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.

The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and straightaway the kind Mercury dived into the pool. When he came up again he held a wonderful golden axe.

"Is this your axe?" Mercury asked the Woodman.

"No," answered the honest Woodman, "that is not my axe."

Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.

Mercury dived down for the third time, and when he came up again he had the very axe that had been lost.

The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman's honesty.

"I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned next day to look for their own axes, they were nowhere to be found.

Honesty is the best policy.

<http://mythfolklore.net/aesopica/milowinter/91.htm>

## WORKSHOP # 3 -TRUSTWORTHINESS

### VALUE- TRUTH

### SUB-VALUE- TRUSTWORTHINESS

**OBJECTIVE:** Participants will become aware of the behaviours that lead to trust, and the behaviours that cause people not to trust someone.

### SILENT SITTING

1. Find a comfortable sitting position which you can easily hold for ten or fifteen minutes either on a chair or the floor. Keep your back straight and your feet flat on the ground. Above all, your posture should be comfortable, relaxed and balanced.
2. Close your eyes and begin breathing calmly and slowly, taking about twenty slow, rhythmic, connected breaths into your upper chest.
3. Let all your concerns go. Imagine them vanishing. Every time a thought comes up, imagine it on a blackboard, then effortlessly erase it, or imagine putting each thought into a bubble that floats away.
4. Relax your body. Feel yourself growing serene, calm, and tranquil. In your imagination, travel through your body, relaxing each part. Mentally relax your feet, legs, thighs, stomach, chest, arms, hands, shoulders, neck, head, and face. Let your jaw be slightly open, and relax the muscles around your eyes.
5. Put up a bubble of white light around you. Imagine its size, shape, and brightness. Play with it making it larger and smaller until it feels just right.
6. When you are calm and relaxed and ready to return, bring your attention slowly back into the room. Savour and enjoy your state of calm and peace...

### CONVERSATION STARTERS

What does it mean to be trustworthy?

Do you consider yourself to be trustworthy? Explain why.

The facilitator touches on aspects of trustworthiness such as honesty, reliability, keeping promises, keeping confidences, not giving way to temptation, loyalty when loyalty is appropriate, keeping one's word. It is an aspect of what character is defined as.

Character is often defined as what you do when no one is looking.

People with good character are people you can trust. They are honest; they tell the truth. They are brave enough to do good things, even when people want them to do bad things. They keep promises; if they say they will do something, they do it. They say and do good things for their

families and friends; they are loyal. They do the right thing, even when doing or saying the right thing will get them into trouble or cause them to lose friends, opportunities or money. Trust is the basis of all good relationships and a cornerstone of good character.

### QUESTIONS FOR DISCUSSION

1. Brainstorm the qualities of a trustworthy person.
2. How important is trust in your relationships with friends and family?
3. How would these relationships be affected if you found out that someone was lying to you?
4. Can your parents trust you? Why/Why not?
5. Tell about a time when the trust of someone you cared about was lost. How did you feel? What did you learn from the experience?
6. Has someone lost your trust? Explain.
7. When trust is broken, what can be done to get it back?
8. If you want someone to trust you, who has more of the responsibility- the other person or you?
9. In what ways will you carry out this responsibility?
10. What are the benefits of being a trustworthy person?
11. How do you benefit from the trustworthiness of others?
12. What does being trustworthy have to do with the quality of your character?

### QUOTATIONS FOR DISCUSSION

#### 1. **W-A-T-C-H**

**W- Watch your words**

**A- Watch your actions**

**T- Watch your thoughts**

**C - Watch your character**

**H - Watch your heart. Sai Baba**

2. "He alone is a man who keeps his word:  
Not that he has one thing in the heart, and another on the tongue."  
*Guru Gobind Singh, Zafarnama*
3. "A true friend never breaches the trust of his companion or stabs in his back. He is trustworthy and reliable. One should therefore always try to be a true and reliable friend." *Sam Veda*
4. "The most expensive thing in the world is trust. It can take years to earn and just a matter of seconds to lose."

5. "A gossip betrays confidence but a trustworthy man keeps a secret." *Proverbs 11:13*
6. "Trust is like a piece of paper. Once crumbled it can't be perfect again." *coolNsmart.com*

## ACTIVITIES

1. Develop a list of **do's** and **don't's** for being a trustworthy person.
2. List ways in which you demonstrate trustworthiness.
3. Participants role-play a situation that demonstrates doing the right thing in a very "difficult situation" (you were tempted to take the easy way out but you chose to do the right thing).

## INSIGHTS

What have you learnt about trustworthiness?

Is it a quality worth cultivating and why?

## FOLLOW-UP AND LIFE APPLICATION

Identify any quality that you have which may cause others to mistrust you. Write down the things you will do to correct it. Follow through with your plan. Record your efforts in a self-improvement journal.

## ADDITIONAL RESOURCE

### STORY FOR REFLECTION - *The Farmer's Assistant*

Long ago, there lived a rich farmer. He grew large amounts of food and raised animals that he sold and traded with others in the surrounding villages. He had an assistant, Tryge, who cared for his animals and helped him in the fields. Tryge had worked for the farmer for twenty years. The farmer depended on Tryge's work and considered him a friend. Tryge lived in a small house with his family on the rich man's property. He did not grow rich, but he was happy and never lacked for any food, shelter, or needs for his family. One year, the rich man decided that in the autumn he would leave his farm for a month to travel to his brother's home about sixty miles away. The other traders asked him who he would trust to watch his farm and manage the stores of food and the trading. The rich man said that his assistant, Tryge, would manage everything. The other traders laughed at him for his stupidity. "You cannot trust a poor man with all that wealth. He will surely cheat you and steal from you while you are gone."

The rich man was troubled, and he questioned his own judgment. That night he had a dream. In his dream, a small bird perched on the shoulder of a powerful lion. The lion could have eaten the bird, but when it yawned widely, the bird pecked a crumb stuck in the teeth of



the lion, and the bird showed no fear. When the farmer awoke, he felt sure of his decision. He walked to the home of his assistant and shared a cup of tea with him. They talked about the day, and they made their plans for the month when the farmer would be gone and Tryge would be in charge.

[https://www.learningtogive.org/sites/default/files/handouts/Farmers\\_Assistant.pdf](https://www.learningtogive.org/sites/default/files/handouts/Farmers_Assistant.pdf)

## WORKSHOP # 4 – GOAL-SETTING

### VALUE – RIGHT CONDUCT

### SUB-VALUE – GOAL-SETTING

**OBJECTIVE:** Participants will increase their awareness of the importance of setting goals and the attitudes required for achieving goals.

### SILENT SITTING/VISUALISATION

The facilitator begins the session by asking students to close their eyes and imagine if money were no obstacle, what could they see themselves achieving.

### QUESTIONS FOR DISCUSSION

1. What were some of the things you thought of achieving?
2. Apart from money, what obstacles prevent you from achieving those goals? Participants brainstorm a list.
3. What can you do to overcome these obstacles?
4. What is the difference between a wish and a goal?
5. Have you ever set a goal that was unrealistic? What did you learn from this?
6. Why might it be easier to do something if you are clear about what the end point might be?
7. How do you feel when you know exactly what you are supposed to be doing?
8. Do you prefer to look ahead or do you just wake up each morning and decide that day what you will be doing?
9. Tell about a time when you succeeded at something because you made it a goal and committed to it.
  - Describe what happened.
  - What did you learn from that experience?
  - How did you feel in that moment when you saw yourself achieving your goal?
10. Give three single words, each of which describes an attitude required for achieving a goal.

### QUOTATIONS FOR DISCUSSION

1. "As human beings, our greatness lies not so much in being able to remake the world... as in being able to remake ourselves." *Gandhi*
2. "Goals are the fuel in the furnace of achievement." *Brian Tracy*
3. "Most 'impossible' goals can be met simply by breaking them down into bite size chunks, writing them down, believing them, and then going full speed ahead as if they were routine." *Don Lancaster*

4. "If you don't know where you are going, you'll end up some place else." *Yogi Berra*
5. "Follow the Master;  
Face the devil;  
Fight to the end;  
Finish the goal." *Sai Baba*

## ACTIVITIES

1. Participants are given a group of 7 letters (**U R P O S E N**) and are told their goal is to form as many words as possible **associated with the right attitude** towards setting goals using those letters. Points for each word are awarded as follows:
  - 3 words – 1 point
  - 4 words – 2 points
  - 5 words – 7 points
  - 6 words – 10 points
  - 7 words – 15 points
 Participants are asked to set personal goals for themselves before they begin the activity to determine how many points they aim to achieve.
2. Set a goal relating to each category. What would you like to do or achieve in the next six months?

**FAMILY :** \_\_\_\_\_

**FRIENDS :** \_\_\_\_\_

**SCHOOL/WORK:** \_\_\_\_\_

**OTHER :** \_\_\_\_\_

## INSIGHTS

What have you learnt about setting goals?

What knowledge about yourself have you gained from activity #1?

## FOLLOW-UP AND LIFE APPLICATION

1. Think of two things you would like to accomplish in the next year. These must be things that are truly important to you and within your power to accomplish. For each one, describe in detail what you will need to do in order to succeed and lay out a plan for doing it, including deadlines. Now that you have set two goals, put your plan into action.
2. How do you intend to use what you have learnt from this session to improve your attitude and behavior?

3. Participants will create a **“to do list”** that indicates what **behaviours** they are going to develop to help them achieve their goals.

### **ADDITIONAL RESOURCE**

**Some rules for Goal-setting.** Think **“SMARTIES”** - each letter stands for something to do with rules for goal-setting.

**SPECIFIC** – Make your goals as specific as possible.

**MEASURABLE**- Make sure you are able to measure whether you have reached the goal.

**AS if Now** – Write your goals in the present, as though you have already achieved them.

**REALISTIC** – Write goals that are realistic.

**TIMEBOUND** – put a time-frame by when you would like to achieve the goals.

**INTERESTING**- Make your goals about things you find interesting and worthwhile.

**EMOTIONS**- Use powerful language to express the emotion behind the goals.

**SUCCESS** – Express your goals in a positive and success focused way.

## WORKSHOP # 5 – HEALTHY LIVING

### VALUE - RIGHT CONDUCT

### SUB-VALUE - HEALTHY LIVING

**OBJECTIVES:** Participants will understand that healthy living/wellness encompasses health of the body, mind and spirit.

Participants will make choices that will contribute to their holistic well-being.

### SILENT SITTING

Sit in a comfortable position and gently close your eyes. Roll your shoulders slowly forward and then slowly back. Lean your head from side to side, lowering your left ear towards your left shoulder, and then your right ear towards your right shoulder. Relax your muscles.

Observe your breathing. As you inhale, count silently... one

As you exhale, count...one

Wait for the next breath, and count again... one

Exhale...one

Inhale...one

Exhale...one

Continue to count each inhalation and exhalation as "one."

(Pause)

Notice any stray thoughts, but don't dwell on them. Simply let the thoughts pass.

See how your breath continues to flow...deeply... calmly. Feel your chest and stomach gently rise and fall with each breath.

(Pause)

Notice now how your body feels. See how calm and gentle your breathing is, and how relaxed your body feels. Now it is time to gently reawaken your body and mind. Keeping your eyes closed, notice the sounds around you. Feel the floor beneath you. Feel your clothes against your body. Wiggle your fingers and toes. Shrug your shoulders. Open your eyes, and remain sitting for a few moments longer enjoying how relaxed you feel, and experiencing your body reawaken and your mind returning to its usual level of alertness.

### CONVERSATION STARTERS

What do you understand by the term "healthy living"?

Do you consider it a worthwhile personal goal? Give reasons.

Alternatively, the facilitator can make use of an appropriate video clip.

## QUESTIONS FOR DISCUSSION

1. What responsibilities do you have for your own health?
2. What would you say are your “health roadblocks”?
3. What are the benefits of healthy eating as it relates to wellness versus ill-health and lifestyle diseases: hypertension, diabetes, heart disease, obesity, dental decay?
4. How can you nourish your body to promote positive thinking and responding?
5. What contributes to having a healthy mind?
6. What self-care measures can we take to treat minor mental health *problems*? (“feeling blue”, “out of sorts”, “stressed out”)
7. What are the advantages of a vegetarian diet?
8. What are the major sources of stress in your life?
9. How can you manage your time better so that stressful thoughts are reduced?
10. How do we promote health of the spirit?
11. What can you do to promote your own emotional well-being?
12. Do you think that physical health impacts on emotional and spiritual health? Give reasons.

## QUOTATIONS FOR DISCUSSION

1. “The secret of perfect health lies in keeping the mind always cheerful - never worried, never hurried, never borne down by any fear, thought or anxiety.” *Sai Baba*
2. “To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.” *Buddha*
3. “The greatest wealth is health.” *Virgil*
4. “Mens sana in corpore sano.” (A healthy mind in a healthy body.) *Juvenal -Roman poet*
5. “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” *World Health Organization*
6. “Being healthy and fit isn’t a fad or a trend, it’s a lifestyle.” *Unknown*
7. “The mind is the puppet of the food that is consumed by man. It is prompted one way or the other by the subtle pull of the food it is fed on.” *Sai Baba*

## ACTIVITIES

1. In small groups participants brainstorm strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support.
2. Identify your major worry and note ways in which you can manage that worry.
3. Design a poster to promote water as a drink.

4. Write out an A to Z of local fruits for promoting health.
5. Design a poster the message of which is “no to drugs”.
6. Evaluate your own spiritual wellness with this brief quiz.

Do I feel connected to something bigger than myself?

Do I feel a sense of purpose?

Do I make time for relaxation in my day?

Do I make time for meditation and/or prayer?

Do my values guide my decisions and actions?

Am I accepting of the views of others?

If you answered "No" to any of the questions, it may indicate an area where you need to improve the state of your spiritual wellness.

## INSIGHTS

What insights have you gained about healthy living?

## FOLLOW-UP AND LIFE APPLICATION

1. Consider changing your diet to one that consists of natural foods which are grown in the earth, enjoying air and the sun’s energy.
2. Begin an exercise routine; participate in sports or active play.
3. Engage in meditation.
4. Engage in communal worship regularly.
5. Strengthen your current relationship with God.
6. Engage in regular positive affirmation.
7. Practice yoga, tai chi, Qi Gong.
8. Go for nature walks.
9. Engage in repetitive prayer and repetition of God’s name for purifying the thoughts.
10. Use guided imagery (a way to escape away from tension, stress and worries).
11. Work at improving your relationships.

## ADDITIONAL RESOURCES

### USEFUL DEFINITIONS

**Wellness** is a state of emotional, mental, physical, social and spiritual well-being that enables people to reach and maintain their personal potential.

Broadly, **emotional well-being** refers to the way a person thinks and feels about himself/herself and others. It includes being able to adapt and deal with daily challenges (resilience and coping skills) while leading a fulfilling life. Emotional well-being includes being happy and confident

and not anxious or depressed; the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive; having good relationships with others.

What is **mental or emotional health**? Mental wellness or good mental health, “is feeling, thinking, and interacting in ways that help you enjoy life and deal effectively with difficult situations.”

**Mental-emotional health:** The state or balance of a person’s thoughts, feelings, and actions. Mental-emotional health relates to how people look at themselves, their lives, and the other people in their lives, how they evaluate their challenges and problems, and how they explore choices. This includes handling stress, relating to other people, and making decisions.

**Spiritual health and well-being** may simply be defined as finding meaning, seeking peace, and having faith in the process of life. It encompasses a belief in a higher reality, a Great Spirit or God, and includes attributes such as unconditional love, forgiveness, patience, tolerance, hope, compassion, and trust.

**Spirit**, in its Latin root, means **breath of life** and denotes a life-giving essence, an inner energy. Spirit is an inseparable part of our being, as indeed, we are body, mind, and spirit interrelated.

*www.gov.mb.ca › Manitoba Healthy Schools*



## WORKSHOP # 6 - LEADERSHIP

### VALUE- RIGHT CONDUCT

### SUB-VALUE - LEADERSHIP

**OBJECTIVE:** Participants will understand that leadership first and foremost requires good character/ the foundation for effective leadership is good character.

### SILENT SITTING

1. Find a comfortable sitting position which you can easily hold for ten or fifteen minutes either on a chair or the floor. Keep your back straight and your feet flat on the ground. Above all, your posture should be comfortable, relaxed and balanced.
2. Close your eyes and begin breathing calmly and slowly, taking about twenty slow, rhythmic, connected breaths into your upper chest.
3. Let all your concerns go. Imagine them vanishing. Every time a thought comes up, imagine it on a blackboard, then effortlessly erase it, or imagine putting each thought into a bubble that floats away.
4. Relax your body. Feel yourself growing serene, calm, and tranquil. In your imagination, travel through your body, relaxing each part. Mentally relax your feet, legs, thighs, stomach, chest, arms, hands, shoulders, neck, head, and face. Let your jaw be slightly open, and relax the muscles around your eyes.
5. Put up a bubble of white light around you. Imagine its size, shape, and brightness. Play with it making it larger and smaller until it feels just right.
6. When you are calm and relaxed and ready to return, bring your attention slowly back into the room. Savour and enjoy your state of calm and peace...

### CONVERSATION STARTERS

How do you define “leadership”?

How do you feel when you hear the word “leadership”?

Give some examples of persons you consider to be good/effective leaders? Give reasons for your choice.

### QUESTIONS FOR DISCUSSION

1. In what areas of your life are you called upon/ will be called upon to show leadership?
2. Does showing leadership come easily to you? Give reasons.
3. Explain the meaning of leadership in the context of family life.

4. How do you think it is best to lead (a) by talking (b) by setting rules or (c) by modelling/example? Give reasons for your choice. How do you lead?
5. Is there a difference between how you will lead in family life and how you will lead in other spheres of your life, for example, your job/church/community organization? Explain.
6. What are the functions of leadership?
7. Explain the difference between being an effective manager and being an effective leader.
8. Participants brainstorm the qualities of an effective/good leader. Of all the qualities generated, which ONE do you consider to be the most important and why?
9. "Character is the most important factor which makes for good leadership." Participants discuss what does it mean to be of "good character."
10. Why is "good character" key to good leadership?
11. Sai Baba says that "the foundation of leadership is selflessness." What is selflessness? What connection can you make between selflessness and leadership?
12. What is the role of parents in grooming their children to be leaders? Identify three key areas that are imperative.
13. Are leaders born or made? Give reasons.
14. From our discussions about leadership, review the definition of leadership you gave at the beginning of the session, if necessary.

### QUOTATIONS FOR DISCUSSION

1. "Only a man whose thoughts, words and deeds are in harmony can become a good and effective leader." *Sai Baba*
2. "To handle yourself, use your head; to handle others, use your heart." *Eleanor Roosevelt*
3. "The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible..." *Eisenhower*
4. "There is a difference between being a leader and being a boss. Both are based on authority. A boss demands blind obedience; a leader earns his authority through understanding and trust." *Klaus Balkenhol*
5. "Average leaders raise the bar on themselves; good leaders raise the bar for others; great leaders inspire others to raise their own bar." *Orrin Woodward*

### ACTIVITIES

1. List the qualities which you have that give you the potential to be a good leader. What do you need to work on?
2. In groups of 5-6, participants create an acronym for LEADERSHIP.

## INSIGHTS

What have you learnt about leadership?

What is the relationship between good character and leadership?

## FOLLOW-UP AND LIFE APPLICATION

1. Change one undesirable habit you have which will impact negatively on your ability to be an effective leader.
2. Cultivate one critical value/ virtue which you do not practise at the moment but which is key to being a good leader.

## ADDITIONAL RESOURCE

### FOR REFLECTION

1. “Selfishness is human; selflessness is divine...It is the fountainhead of all that is good and moral in a human being...Selfless man is neither greedy nor looking for short-cuts to success; hence his integrity never wavers. He seeks no unfair advantage over others; hence honesty comes naturally to him. He is not a self-seeker; hence his loyalty is steady and strong. When a man has these virtues, then his thoughts, words and deeds become well-integrated. He says what he thinks and does what he says. There is no ‘double-speak’ in his nature. That establishes his credibility, and he is trusted. A trustworthy person alone can become a good leader.” *Sai Baba*

2. **The LEADERSHIP PROCESS- MAHAVAKYA (the great utterance about leadership)**  
“Sai Baba, Chancellor of the Sathya Sai Institute of Higher Learning, summed up the entire distillate of the leadership process in just four phrases:

**TO BE        : TO SEE        : TO DO        : TO TELL**

**TO BE**- is the source of leadership.

**TO DO**- is the style of leadership by personal example.

**TO SEE** and **TO TELL** are the functions, tools and techniques of leadership.

**TO BE** means the aggregate of all there is in a person. It is composed of his values, his qualities and his knowledge- in other words, his total being. ‘**TO BE** is the beginning and end of leadership.’ This simple sentence conveys the historic truth that the potential and effectiveness of a leader is in direct proportion to the strength of his **TO BE**... Ninety per cent of **TO BE** of a leader is his character.

**TO DO** indicates that the best style of leadership is to lead by personal example, to practise what we preach. Style is the reflection of the substance of a man- his total

being. Personal example can be set only if the **TO BE** of the leader is worthy of emulation...

**TO SEE** implies that a leader must be in complete touch with the realities of the environments in which he is working. He should have the fullest possible information regarding the problem or the task to be handled. Only then can he evaluate the options he has, make a sound decision and evolve a realistic plan of action. Seeing involves going out to actually get a feel of things on the spot...

**TO TELL** means conveying to others what the leader wants them to do. Telling is effective if the instructions of the leader are clearly understood. This happens when the channel of communication is through hearts and depends entirely on the strength of **TO BE** and **TO DO** of the leader. If he has good qualities and sound knowledge, and he leads by personal example, then very few words are necessary to convey what a leader wants to be done... **In the final analysis, character communicates more eloquently than anything we say or do.**

The entire process of leadership is held together by one virtue in a leader- selfless love. It is always useful to remember the well- known comment on selfless love:

“Love lives by giving and forgiving,

Self lives by getting and forgetting.” (Sai Baba’s *Mahavakya on Leadership* pp 17-27)

### 3. **Description of a man of character:**

“An honest man;

A man with a sense of duties and obligations of his position, whatever it may be;

A man who tells the truth;

A man who gives to others their due;

A man considerate to the weak;

A man who has principles and stands by them;

A man not too elated by good fortune and not too depressed by bad;

A man who is loyal;

A man who can be trusted...”

“Character stands for self-discipline, loyalty, readiness to accept responsibility, and willingness to admit mistakes. It stands for selflessness modesty, humility, willingness to sacrifice when necessary and...faith in God.” (*ibid* pp31-32)

## WORKSHOP # 7 - RESPONSIBILITY

### VALUE- RIGHT ACTION

### SUB-VALUE- RESPONSIBILITY

**OBJECTIVE:** Participants will understand that being responsible impacts positively on their character.

### SILENT SITTING

Sit in a comfortable position.

For the next few moments, focus on calming your mind by focusing on your breathing. Allow your breathing to center and relax you. Breathe in.... and out...

Continue to breathe slowly and peacefully as you allow the tension to start to leave your body. Release the areas of tension, feeling your muscles relax and become more comfortable with each breath.

Continue to let your breathing relax you....

Continue to breathe slowly, gently, comfortably.....

Let the rate of your breathing become gradually slower as your body relaxes.

### CONVERSATION STARTERS

What does responsibility mean to you?

How does the word responsibility make you feel?

Do you consider yourself to be a responsible person? In what ways?

### QUESTIONS FOR DISCUSSION

1. It is said that rights and responsibilities go hand in hand. What do you understand by this?
2. What do you consider to be your major responsibilities?
3. What factors prevent you from fulfilling your responsibilities at times?
4. What changes can you make to improve this situation?
5. What benefits do you derive from being responsible?
6. How does being responsible benefit your family?
7. How do you benefit from the responsibility of your family?
8. Tell of a time when you acted irresponsibly. What did you learn from it?
9. Has anyone caused problems for you by being irresponsible? What would you wish the person learnt from it?

10. What is the connection between being responsible and trustworthiness?
11. How does responsibility contribute to good character?

### QUOTATIONS FOR DISCUSSION

1. "You may believe that you are responsible for what you do, but not for what you think. The truth is that you are responsible for what you think, because it is only at this level that you can exercise choice. What you do comes from what you think."  
*Marianne Williamson*
2. "It is wrong and immoral to seek to escape the consequences of one's acts."  
*Mahatma Gandhi*
3. "The Gîtâ says: ' Responsibility is yours, not the right. People forget responsibilities and fight for rights. No one has a right in this world. When you do your duty, rights follow automatically.'" *Sai Baba*

### ACTIVITIES

1. Role Play  
Divide the participants into small groups and ask them to develop a skit about responsibility. Have each group present to the class. Be sure to discuss each skit after the participants have finished and point out the responsible behavior.
2. Participants form three groups. Create a rubric for (a) a responsible classmate (b) a responsible son or daughter (c) a responsible employee (d) a responsible spouse
3. WANTED! A Responsible . . .  
Divide the class into groups of 5-6. Each group writes "wanted ads" for (1) a responsible friend (2) a responsible teammate (3) a responsible boss. Participants must be specific about qualifications. Set a limit on the number of words to be used to encourage concise language.
4. "It Takes a Village"  
Ask participants to tell what they think this African proverb means: "**It takes the whole village to raise a child.**" Discuss the idea of collective or shared responsibility. Participants identify actions of others that impact the entire neighbourhood or community. List the actions and then have them classify each as responsible or irresponsible. For each irresponsible behaviour, lead participants to offer a responsible alternative. Have one group of participants role play situations that demonstrate irresponsible actions and their consequences. Assign another group to role play the alternative actions proposed.
5. Participants analyze newspaper accounts of people who have volunteered to help in emergency situations such as fires, floods, hurricanes, etc. Write journal entries from the perspective of those receiving help.

6. List the responsibilities you feel for (or to): (a) yourself (b) your family (c) your friends (d) your community (e) your country (f) the people of the world (g) our planet and our environment.

### **INSIGHTS**

What do you understand about how being responsible builds sound character?

### **FOLLOW-UP AND LIFE APPLICATION**

Work on areas of your life where you need to be more responsible. Set yourself a timeline for improvements you will make.

## WORKSHOP # 8- PERSONAL DEVELOPMENT

### VALUE - RIGHT CONDUCT

### SUB-VALUE - PERSONAL DEVELOPMENT

**OBJECTIVE:** Participants will become aware that they have individual responsibility for their personal development and will take appropriate steps to foster their personal development.

### SILENT SITTING

Sitting comfortably or lying down with eyes closed, begin by becoming aware of the breath.....  
Feel the breath as it enters with a cool feeling and then warming as it gently travels down into the lungs.....

Fill the lungs with a deep inhale, bringing in energy, vitality and prana, the life force.....  
As you exhale, feel the body releasing toxins, stress and any negativity that has accumulated.....  
Stay with this breath, focusing on the feeling of deep peace for ten deep inhalations and exhalations.... You feel peaceful.

Now imagine that all of the following affirmations are true for you, right now in this moment.  
Repeat each affirmation in your mind, with conviction. Use your imagination to fully believe each affirmation.

The affirmations begin now...

I am at peace with myself.

I appreciate who I am.

I value myself as a person.

My future is bright and positive.

I look forward to the future.

I feel good about who I am today.

I accept the person that I am. I accept my flaws, and I accept my strengths.

I view my shortcomings as strengths not yet developed, rather than as weaknesses.

I eagerly develop new strengths.

I know I am a worthy person. I believe in myself and my abilities. I am confident and I can do anything I want in life. People love me and respect me, and nothing can stop me from becoming whom I want to be.

I imagine and believe that all of these affirmations are true for me, right now in this moment.

### CONVERSATION STARTERS

When you think of yourself, what feeling do you get first? Do you like yourself? What is the picture that flashes instantly when you think of "you"?

What do you think "personal development" means?



In your view what are the attributes of someone who is “personally developed”?  
Who is responsible for your personal development?  
When does the process of personal development begin? When does it end?

**Definition:** Personal development is the process of achieving and expanding your full potential.

### QUESTIONS FOR DISCUSSION

1. What is the purpose of your life?
2. How do you plan to achieve your purpose?
3. What motivates you?
4. What kind of person do you envision yourself as?
5. What capabilities do you have for being this person?
6. What gaps do you need to fill so that you can become the person you envision yourself to be?
7. What self-improvements do you need to make in your life at this point?
8. What are your gifts, talents and skills?
9. Who are the persons in your life who can provide you with guidance?
10. What passions do you have? How can you use these to develop yourself?
11. What distracts you from the process of becoming the person you want to be?
12. How do you treat with these distractions?
13. Are you doing anything that is standing in your way of becoming the person you want to be? Explain.
14. How would negative self-talk impact on your personal development?
15. Who is your “hero” and why?
16. What will be your legacy?

### QUOTATIONS FOR DISCUSSION

1. “Whatever the mind of man can conceive and believe, it can achieve.” *Napoleon Hill*
2. “I am the master of my fate; I am the captain of my soul.” *Henley*
3. “The history of the world is the history of a few people who had faith in themselves.”  
*Swami Vivekananda*
4. “Be not afraid of growing slowly; be afraid only of standing still.” *Chinese Proverb*
5. “The aim of life is self-development. To realize one's nature perfectly - that is what each of us is here for.” *Oscar Wilde*
6. “You seek too much information and not enough transformation.” *Sai Baba*
7. “There is only one corner of the universe you can be certain of improving, and that's your own self.” *Aldous Huxley*

8. "The highest reward for a person's toil is not what they get for it, but what they become by it." *John Ruskin*
9. "Life is a challenge, meet it  
Life is a dream, realize it  
Life is a game, play it  
Life is love, enjoy it." *Sai Baba*

## ACTIVITIES

1. In small groups brainstorm how are winners different from losers.
2. List the areas of your life where you could learn and grow more. List any areas where you have stopped learning.
3. Craft your own core values. These will be your check points or benchmarks each day.
4. Ponder the following: your current self versus your ideal self. How are they similar and how are they different?

## INSIGHTS

In one sentence state the most important thing you have learnt about personal development.

## FOLLOW-UP AND LIFE APPLICATION

1. Construct a personal development plan. Write down achievable benchmarks, goals and time-frames.
2. Learn something new every day.
3. Create a vision board – a collage of pictures and images that depict the highlights of your vision.
4. Surround yourself with positive people: encouragers - people who will encourage you and speak positive words into your life about your vision and goals; achievers - people whose achievement you admire, people whose achievement inspires you to stretch and reach further, people whose achievement makes you uncomfortable with being average; surround yourself with people who will be

honest with you, who will be honest enough to tell you the truth when you are slacking.

5. Have a mentor. One of the best things you can do to improve yourself is to have a mentor. One of the easiest ways to be mentored by someone you admire is to simply read their books, listen to their audio programs, go to their events and seminars etc; this is particularly helpful if you are unable to sit with them in person.
6. Learn a new skill. Learning keeps you alive, it keeps your brain active, it makes you feel energised. There is tremendous pleasure and confidence that comes from knowing that you could not do something before but now you can.

## WORKSHOP # 9 – TIME MANAGEMENT

### VALUE- RIGHT CONDUCT

### SUB-VALUE- TIME MANAGEMENT (CEILING ON DESIRES)

**OBJECTIVE:** Participants will learn to manage their time more efficiently. They will understand that time is a most precious resource.

### SILENT SITTING

Sit comfortably and close your eyes.

Take a slow, deep breath...Continue to take slow, deep breaths.

Pay attention to your breathing. Let yourself imagine that when you breathe in, you're breathing in fresh energy and oxygen that's flowing through your whole body. Imagine that with every out-breath, you are letting go of a little bit of tension, a little bit of discomfort, a little distraction. You're breathing in energy and relaxation...

Imagine yourself going to a place that's very beautiful to you...very peaceful...very safe and secure — a place that you feel really good to be.

Look around and notice what you imagine seeing in this special, quiet, peaceful place. Notice the colors and the shapes ... Imagine hearing any sounds in this special, peaceful, quiet place... And allow them to be there. Allow yourself to relax into them and to feel that relaxation, that peacefulness... Find the spot where you feel most comfortable and allow yourself to get settled there. Simply enjoy a few quiet moments. Peaceful, relaxed, nothing to do, nowhere to go, enjoying the beauty and the safety. As you deeply relax in this place of beauty, peacefulness, and safety, allow your body to recharge and your mind as well... your spirit too. You are just drawing from this sense of deep restfulness and comfort that's here.

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment ... and know that you can come back and visit this place any time you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can tap into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

<https://www.getselfhelp.co.uk/imagery.htm>

### CONVERSATION STARTERS

We all get the same twenty-four hours. Why is it that some people achieve so much more with their time than others?

Name one thing you feel you never have time to do. What is causing you to feel you do not have enough time?

The facilitator makes note of any common themes in participants' responses.

What can be done to create more time for the things we want to do?

After the participants respond explain that while we cannot actually get any more time, what we **CAN** do is manage time.

What do you understand by "manage your time"?

**Definition** : "Time management" is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to get more done in less time, even when time is tight and pressures are high.

### QUESTIONS FOR DISCUSSION

1. Is time management a useful skill? Give reasons.
2. What are some consequences of time mismanagement?
3. How does it make you feel to have responsibilities pile up?
4. Do you feel better when you put off your responsibilities or when you have them accomplished? Give reasons.
5. How can you limit the amount of time you waste?
6. What do you procrastinate about? Give reasons.
7. Suggest some strategies for overcoming procrastination.
8. What are the time wasters in your life? How can you effectively convert any one of these time wasters into a time saver?
9. Why is prioritizing necessary for accomplishing goals?
10. What is meant by living each moment fully in the now? Do you think it is a good philosophy to adopt? Give reasons.
11. "Time is God." What does this mean? What does it suggest about the attitude one should have towards time?

### QUOTATIONS FOR DISCUSSION

1. "The most highly priced article in the world is Time. If even a moment is wasted life is a waste." *Sai Baba*
2. "Time is God and so time should not be wasted... One should divide time into four parts to make the best use of it: six hours for sleep; six hours for daily routine and body care; six hours of office work; and the remaining six hours for service to the general public...If you are wasting time, you are wasting Divinity. Whatever you do, offer it to God." *Sai Baba*
3. "Yesterday's the past, tomorrow's the future, but today is a gift. That's why it's called the present." *Bil Keane*

4. "You may delay, but time will not." *Benjamin Franklin*
5. "Time is a created thing. To say 'I don't have time,' is like saying, 'I don't want to'." — *Lao Tzu*
6. "Procrastination is the thief of time." *Proverb*
7. "An inch of gold cannot buy an inch of time." *American Proverb*
8. "Time and tide wait for no man." *Proverb*

## ACTIVITIES

1. Participants brainstorm some common distractions that rob them of time. They come up with a list of ways to deal with various common distractions.
2. Participants are grouped. Each group discusses one of the case studies given. Each case study presents a time management challenge. The group must come up with at least three time management strategies to help solve the individual's time management challenges.
1. Kaitlyn is always willing to go the extra mile, but she is really bad at managing her time. After a weekend full of family, fun, and going out with friends, Kaitlyn wakes up Monday morning and rushes to school where she is busy until noon. During lunch, she quickly has her meal and chats with her best friends. She finishes the rest of her classes and then goes to the library where she hangs out for half an hour until cricket practice begins. After practice, Kaitlyn realizes her English essay and Math homework are due first thing tomorrow morning. But she has a prefects meeting and then she has to get home to babysit her sister. How can Kaitlyn manage her time to enable her to get her homework done?
2. Frankie waits until the last minute to do most tasks, especially when it comes to homework and studying. He is the worst procrastinator, and he knows it. However, he just feels so burdened by duties all the time: feeding the dog, weekly youth group meeting, grocery shopping and cleaning his father's car. Frankie believes if he does not deal with his homework, it does not exist. He has low self-esteem because of his procrastinating. What can Frankie do to change his behaviour?
3. Taran is a man with a plan. He has a schedule, and he sticks to it, even though it is a schedule most people could never keep up with. Taran is not going to let anything stop him from achieving his goals. Midway through the term before final exams, unfortunately, Taran suddenly collapses from fatigue, suffering a nervous breakdown. His mind and body simply could not endure his hectic schedule. What could Taran have done to prevent this from happening?

## INSIGHTS

What have you learnt about time management? What time management strategies can assist you in enjoying greater personal happiness, greater accomplishments at home, at school and at work, increased productivity, and a more satisfying life?

## FOLLOW-UP AND LIFE APPLICATION

### 1. Budgeting your time

In planning your time, consider everything you **HAVE** to do and **WANT** to do during a typical day. Create two columns: a "have to" and a "want to" column. Estimate the amount of time each activity will require and write it down next to it on the list. Make a plan that helps you get through the day without exceeding twenty-four hours. The time budget should add up to twenty-four hours (one day), so you may have to add or subtract time from some of your activities in order to "balance" your budgets. Now that you have looked at what takes up time in your lives, you can make a "Time Budget" to fit it all together.

Do the same for a typical day on the weekend.

### 2. Stephen Covey's Time Matrix

	Urgent	Not Urgent
Important	<b>I</b> <ul style="list-style-type: none"><li>&gt; Crises</li><li>&gt; Pressing problems</li><li>&gt; Firefighting</li><li>&gt; Major scrap and rework</li><li>&gt; Deadline-driven projects</li></ul>	<b>II</b> <ul style="list-style-type: none"><li>&gt; Prevention</li><li>&gt; <i>Production capability</i> activities</li><li>&gt; Relationship building</li><li>&gt; Recognizing new opportunities</li><li>&gt; Planning</li><li>&gt; <i>Re-creation</i></li></ul>
Not Important	<b>III</b> <ul style="list-style-type: none"><li>&gt; Interruptions</li><li>&gt; Some calls</li><li>&gt; Some mail</li><li>&gt; Some reports</li><li>&gt; Some meetings</li><li>&gt; Proximate pressing matters</li><li>&gt; Popular activities</li><li>&gt; Some scrap &amp; rework</li></ul>	<b>IV</b> <ul style="list-style-type: none"><li>&gt; Trivia</li><li>&gt; Busywork</li><li>&gt; Some mail</li><li>&gt; Some phone calls</li><li>&gt; Time-wasters</li><li>&gt; Pleasant activities</li></ul>

<https://sidsavara.com/coveys-time-management-matrix-illustrated>

Participants produce their own personal matrix, adding activities that they habitually do. In which quadrant does each one go? Consolidation: analyze it! Questions to consider:

- How could you limit the amount of time you waste?

- What strategies could you use to make sure you do the things that have no deadline but are important?
  - What do you end up doing but regret because it is not important?
  - Do you leave things until the last minute? Does this work or not? Why?
3. Spend less time on something you enjoy doing to help someone.
  4. Identify your greatest time challenge and find a solution to it in a week's time.
  5. Find time to engage in activities that will uplift you spiritually (communal worship, daily prayer, meditation, service activities).
  6. Spend quality time with your family.

## **ADDITIONAL RESOURCES**

### **1. DEFINITION**

**Down time** is defined as the brief period of time when you have not set any productive objectives. Down time can be something as simple as waiting for everyone to join a meeting. In general, we waste those small windows of time by not thinking about anything important. However, those small nuggets of time can be utilized to complete small tasks. For example, take some reading materials with you wherever you go. Read them during down time.

### **2. SOME TIME MANAGEMENT TIPS**

1. Make a distinction between what you “have to do” and what you “want to do”. Put the “have to do” before the “want to do” in order to accomplish your goals.
2. Have a daily prioritized “to - do” list.
3. Use a personal planning tool to improve your productivity. Examples of personal planning tools include electronic planners, pocket diaries, calendars, computer programs, wall charts, index cards and notebooks. Writing down your tasks, schedules, and memory joggers can free your mind to focus on your priorities.
4. Schedule your time appropriately.
5. Delegate: get help from others.
6. Stop procrastinating.
7. Manage external time wasters.
8. Make optimum use of down time.

Regardless of the time management strategies you use, you should take time to evaluate how they have worked for you. Ask yourself a few simple questions:

- Do you have a healthy balance between work and home life?
- Are you accomplishing the tasks that are most important in your life?



- Are you investing enough time in your own personal well-being? If the answer is “no” to any of these questions, then reconsider your time management strategies and select ones that work better for you.

### 3. STORY FOR REFLECTION : *Value of Time*

Once, a king and a lazy man named Haria were very good friends. One morning, the king said, "Why don't you do work to earn some money?"

Haria said, "No one gives me any job. My enemies told everyone that I never do any work in time."

The kind king said, "You can go into my treasury and collect as much wealth as you can, till sunset."

Haria rushed home to tell this to his wife. She said, "Go and get the gold coins and gems now."

"I cannot go now. Give me lunch first."

After lunch, he took a nap for an hour. Then in the late afternoon, he picked up some bags and went to the palace. On the way, he felt hot so he sat under a tree to rest. Then, two hours later, he got up to go but saw a man showing some magic tricks. He stopped to watch for an hour again.

When he reached the palace it was already time for sunset. The palace gates had been shut. So Haria had lost a golden chance because he had not learnt the value of time.

<http://www.english-for-students.com/Value-of-Time.html>

### 4. MESSAGES FOR REFLECTION

1. "...Examine the usage of time. One should not waste time. Time should be spent in a useful manner. Time should be sanctified because everything in this creation is dependent on time. Even our scriptures extol God as One who is the embodiment of Time and who transcends Time." *Sai Baba*
2. "Time is an essential part of our life. Do not defile time by gossiping and unnecessary talk. The truth behind the saying 'Don't waste time' is that no time should be wasted in evil thoughts and acts. Instead, make use of time in an efficient way." *Sai Baba*
3. "We are not given an unlimited amount of time based on our life span. We should respect Time by living each moment fully by thinking of God and dedicating our time to useful and positive thoughts and actions that benefit us as well as others (versus dwelling in past/future)." *Sai Baba*

### 4. Ecclesiastes 3 King James Version (KJV)

**3** To everything there is a season, and a time to every purpose under the heaven:

<sup>2</sup> A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted;

<sup>3</sup> A time to kill, and a time to heal; a time to break down, and a time to build up;

<sup>4</sup> A time to weep, and a time to laugh; a time to mourn, and a time to dance;

<sup>5</sup> A time to cast away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing;

<sup>6</sup> A time to get, and a time to lose; a time to keep, and a time to cast away;

<sup>7</sup> A time to rend, and a time to sew; a time to keep silence, and a time to speak;

<sup>8</sup> A time to love, and a time to hate; a time of war, and a time of peace.

<https://the-holy-bible-king-james-version.soft32.com>

## WORKSHOP # 10 – INNER SILENCE

### VALUE - PEACE

### SUB-VALUE - INNER SILENCE

**OBJECTIVE:** Participants will become aware of the value of inner silence to their inner growth.

### SILENT SITTING

The facilitator selects an appropriate piece of music- one that brings peace and serenity.

As you listen to the music, take yourself on a journey to a place you find peaceful, calm and relaxing. Visualise your surroundings and try to incorporate as many senses as possible. Soak in the sights, sounds, smells and textures...

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment, ... and know that you can come back and visit this place any time you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can touch into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

### CONVERSATION STARTERS

What does silence mean?

What do you understand by inner silence?

Is there a difference between silence and inner silence? Explain.

The facilitator may touch on the following thoughts:

**“Inner silence”** is not about the absence of sound; instead, it is understood to bring one in contact with the divine, the ultimate reality, or one's own true self, one's divine nature.

Many religious traditions teach the importance of being quiet and still in mind and spirit for transformative and integral spiritual growth to occur. In Christianity, there is the silence of contemplative prayer such as centering prayer and Christian meditation. In Islam, there are the wisdom writings of the Sufis who insist on the importance of finding silence within. In Buddhism, the descriptions of silence and allowing the mind to become silent are implied as a feature of spiritual enlightenment. In Hinduism, teachers insist on the importance of silence, *Mauna*, for inner growth. The ability to quiet our mind and experience silence is a practice that requires attention and cultivation.

**“Inner growth”** is growth of our divine virtues. It enables us to discover the truth behind our essence- who we are. It helps us develop a spiritual outlook where we see the oneness of all existence and we love all. We feel a connection and relation to everything that is - to all living or seemingly inanimate things. We are able to realize the great truth of existence: all things are one.

### QUESTIONS FOR DISCUSSION

1. In what ways can you practise inner silence?
2. What do you think is meant by your “inner world”?
3. What activities can you engage in that will help you access your inner world?
4. Are you afraid of silence? Give reasons.
5. Are you more comfortable in company or when you are alone? Why?
6. What do you like to do when you are alone?
7. Do you have difficulty observing inner silence? Give reasons.
8. How does being in a noisy environment make you feel?
9. How does being in a quiet environment make you feel?
10. What do you understand by “solitude”?
11. Do you enjoy solitude? Give reasons.
12. What are the benefits of inner silence?

### QUOTATIONS FOR DISCUSSION

1. “Be still, and know that I am God.” (*The Bible, Psalm 46: 6, 10*)
2. “True silence is rest of the mind, and is to the spirit what sleep is to the body, nourishment and refreshment.” *William Penn*
3. “I always begin my prayer in silence, for it is in silence of the heart that God speaks .God is the friend of silence. Prayer feeds the soul.” *Mother Teresa*
4. “You can hear the footsteps of God when silence reigns in the mind.” *Sai Baba*
5. “The tree of silence bears the fruit of peace.” *Proverb*
6. “Silence is the great teacher, and to learn its lessons you must pay attention to it. There is no substitute for the creative inspiration, knowledge, and stability that come from knowing how to contact your core of inner silence.” *Deepak Chopra*

### ACTIVITIES

1. Inhale, tense the whole body, then throw the breath out and relax. Repeat this exercise three times to help rid your body of unconscious tensions.
2. Write a short paragraph on the kind of life you would like to live. Then list all the things that are bogging you down from having a life of quietness. Finally, list all the things you can do to lead you to a quieter kind of life.

## INSIGHTS

What have you learnt about inner silence and how you can attain it?

## FOLLOW-UP AND LIFE APPLICATION

Engage as a matter of routine in any of these activities to enable you to experience inner silence.

1. Take a walk in silence. Simply pay attention to the sounds, sensations, sights, tastes and smells in your environment without engaging in conversation. In the mere process of witnessing your experiences, you will find that your mind quiets and your awareness of your connection to the whole is enhanced.
2. Practise yoga.
3. Focus on the five senses. Any of the five senses can be used as a meditation technology to enhance silence. Listening to the sounds of nature, such as birds, the wind and moving water, with the intention of witnessing, will quiet awareness.
4. Spend fifteen minutes each day in your own company.
5. Do things that are not just enjoyable but things which are calm and quiet.
6. Listen to music that calms your senses.
7. Pay attention to your breath.

The **breath** reflects one's mental state. As the breath becomes calmer, so does the mind, and vice versa. Relax your mind before meditation, by doing this simple breathing exercise: Inhale slowly counting one to eight, hold your breath for the same number of counts, then exhale for the same count. This is one round of "even count breathing." You may either lengthen or shorten the number of counts according to what is comfortable, but keep the inhalation, retention, and exhalation equal. Practise "even count breathing" six times.

### Second Step: Watch the Breath

As the breath becomes calmer and more refined during meditation, there is a joyous feeling of peace and exaltation. Practise the following meditation technique to help calm your breath, your mind, and your whole being.

Inhale deeply, and then slowly exhale. Wait for the breath to come in of its own accord, and watch its flow. As the breath flows out naturally, again observe the movement. Don't inhale and exhale deliberately. Simply watch the breath. Don't watch your body breathing. Observe the breath itself.

Be particularly aware of the rest points between the breaths. Enjoy the peace, and the feeling of inward release and freedom that you feel when your body is without breath. Practice this technique for as long as you feel to.

After a time, as you become more interiorized, concentrate at the point between the eyebrows. Concentrating here brings the awareness closer to the upper part of the nasal passage, where the breath enters the body. To center the awareness here makes it easier to watch the breath, and at the same time bring it into harmony with spiritual awareness.

Practice this for ten minutes if you can.

When you have finished observing your breath, continue to sit quietly and enjoy the stillness and serenity you feel.

### **ADDITIONAL RESOURCE**

#### **MESSAGES FOR REFLECTION**

##### **1. Cultivate Inner Silence**

The very first spiritual practice one must adopt is the cultivation of inner silence, to put an end to the endless dialogue with the mind. Let the mind rest for a while. Do not project on the mind irrelevant details and pollute it with fumes of envy and greed. Every idea we entertain, either good or bad, gets impressed on the mind, as on carbon paper. An element of weakness and unsteadiness is thus introduced in the mind. Keep the mind calm and clear. Do not agitate it every moment by your non-stop dialogue.” *Sai Baba. Sathya Sai Speaks, Volume XV.*

##### **2. All Joy Is Within**

“All the joy you crave for is in you. But, like a man who has vast riches in the iron chest but who has no idea where the key is, you suffer. Hear properly the instructions, dwell upon them in the silence of meditation, practise what has been made clear therein; then, you can secure the key, open the chest, and be rich in joy.” *Sai Baba. Sathya Sai Speaks, Volume IX.*

## WORKSHOP # 11 - SELF-CONFIDENCE

### VALUE- PEACE

### SUB-VALUE - SELF-CONFIDENCE

**OBJECTIVE:** Participants will become aware of the importance of self-confidence in achieving one's goals.

### SILENT SITTING

1. Find a comfortable sitting position which you can easily hold for ten or fifteen minutes either on a chair or the floor. Keep your back straight and your feet flat on the ground. Above all, your posture should be comfortable, relaxed and balanced.
2. Close your eyes and begin breathing calmly and slowly, taking about twenty slow, rhythmic, connected breaths into your upper chest.
3. Let all your concerns go. Imagine them vanishing. Every time a thought comes up, imagine it on a blackboard, then effortlessly erase it, or imagine putting each thought into a bubble that floats away.
4. Relax your body. Feel yourself growing serene, calm, and tranquil. In your imagination, travel through your body, relaxing each part. Mentally relax your feet, legs, thighs, stomach, chest, arms, hands, shoulders, neck, head, and face. Let your jaw be slightly open, and relax the muscles around your eyes.
5. Put up a bubble of white light around you. Imagine its size, shape, and brightness. Play with it making it larger and smaller until it feels just right.
6. When you are calm and relaxed and ready to return, bring your attention slowly back into the room. Savour and enjoy your state of calm and peace...

### CONVERSATION STARTERS

How would you define "self-confidence"?

What images does the word "self-confidence" bring to your mind?

### QUESTIONS FOR DISCUSSION

Participants are put into groups to discuss specific questions. At the end of the allotted time, (approximately 20 minutes) each group presents on their discussions to everyone.

Every group will have a leader, note taker and presenter/s.

## Confidence

1. Why do I need self- confidence?
2. What are the benefits of being confident?
3. What can I do to become more confident?
4. What makes me feel less confident at times?
5. Who can help me feel more confident?
6. Do the people I spend my time with encourage me positively?
7. What books can I read to help me develop confidence?
8. What activities can I participate in to help me become more confident?

## Goals, Discipline, Motivation, Inspiration

9. What goals have I set for myself?
10. Do I practise the discipline required to achieve my goals?
11. How do I feel if I do not complete what I set out to achieve?
12. Why don't I achieve my goals?
13. What motivates me to achieve my goals?
14. Do I feel more confident when I work hard at something?
15. Do I feel less confident if I do something against my conscience?
16. How do I track the progress of my goals?
17. Are my goals beneficial to others as well?
18. Do I have goals for all aspects of my life, for example, health, education, mental and spiritual development, family and career?

## QUOTATIONS FOR DISCUSSION

1. "With the realization of one's own potential and self-confidence in one's ability, one can build a better world...That sort of confidence is not a blind one; it is an awareness of one's own potential. On that basis, human beings can transform themselves by increasing the good qualities and reducing the negative qualities."  
*His Holiness the Dalai Lama*
2. "Without goals... life would be meaningless and boring. Having a goal is like putting an apple in front of a horse, to make it move forward. Each time you reach your goal, your self-confidence grows stronger and you are encouraged to set a new goal. Each time you accomplish something you set out to do, you get a good feeling. This feeling cannot be taken away from you."  
*12-year old Kelly Lin (from the [Soka Gakkai site](http://www.sgi.org/)): <http://www.sgi.org/>*



3. When a small bird goes and perches on a small plant or a small branch of a tree, on account of the weight of the bird, the branch moves up and down. But the bird is not going to be upset by such a movement. What is the reason? The bird which is sitting on the branch is not depending for its safety on the branch. It is depending on its own wings. Even if the branch moves up or down or even if the branch breaks, because the bird is depending on its own wings, it can fly away. It does not worry at all. Even that small bird which is sitting on the branch has got so much confidence in its own wings and in itself that it is fearless." *Sathya Sai Baba*
4. "Self-confidence is the first requisite of great undertakings". *Samuel Johnson*.
5. "It's not who you are that holds you back; it's who you think you are not." *Anon*
6. "Self-confidence is the most attractive quality a person can have. How can anyone see how awesome you are if you can't see it yourself?" *Unknown*

## ACTIVITIES

1. Participants are asked to think of a situation in which they **experienced/experience** confidence and a feeling of satisfaction and self-worth. They will consider the following questions.
  - What was/is the situation?
  - What did/do you say to yourself about the situation (self-talk)?
  - How did/do you feel physically? What sensations and feelings did/do you have in your body?
  - What did/do you do as a result of this?
2. Participants are asked to think of a **current** situation in which they experienced a lack of confidence; they will like to change this if they can. Consider the same questions (bulleted above).

Then using what they learnt about themselves in the situation where they experienced confidence, they ask themselves - When I am in this situation:

1. What positive statement can I make to myself to be reminded of my power?
2. What can I do that will help me feel differently?
3. What can I do differently the next time I am in this situation? What actions would empower me?

## INSIGHTS

What new things have you learnt about self-confidence?

## FOLLOW-UP AND LIFE APPLICATION

1. Start playing a sport.
2. Learn to play a musical instrument.
3. Join a drama club or choir.
4. Volunteer!!! Anywhere- a home for senior citizens, a children's home, an orphanage etc.
5. Study harder in preparation for your exams.
6. Find the time to set yourself some goals. Separate these goals according to the various aspects of your life. State the expected completion time for each. You may also separate these goals into primary, secondary and tertiary to be able to rank them and to focus. Then make a plan to achieve them and monitor your progress at regular intervals. You can use the template below.

### Goals Template

Life Goals	Goal Time-lines	Goal Plans	Review
<b>Spiritual Goals</b>  <b>Develop a deeper relationship with God ( primary )</b>	On-going	Pray every morning and night.  Attend place of worship every Sunday/Saturday  Read the <i>Bible/Ramayan/Koran</i> /Other religious text	On target  Missed a few days. Need to be more consistent.  Started
<b>Physical Goals</b>  <b>Reduce my stomach fat (secondary)</b>	4 months	Do 100 sit-ups three times per week every week  Eat fewer chocolates and snacks	Done. Will continue  Needs more work to achieve. Must be more specific in the goal.
<b>Education Goals</b>  <b>Achieve 7 distinctions in</b>	12 months	Develop a detailed study plan	Done

<b>CSEC (primary)</b>		Form study group with friends for weaker subjects  Do 1 past paper per subject per month  Do additional 5 hours per week of review.	Done. However, we must focus more during study sessions. Too much idle talking. On-going  Ongoing. May need to do more.
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### Conclusion

Close your eyes and sit still. Envision a future where you have achieved your goals. Feel the joy and happiness it brings as a smile forms upon your face with these thoughts. Now open your eyes and go out and achieve them.

### ADDITIONAL RESOURCE

#### MESSAGES FOR REFLECTION

1. "First comes Self-confidence, that is the foundation. Then comes Self-satisfaction, it is like the wall. Next comes self-sacrifice, it is like the roof. Finally the house is complete and the Indweller is installed inside; that is Self-realization. It starts with Self-confidence and it ends with realizing the Self." *Sai Baba*

2. "The absence of self-confidence marks the beginning of one's decline. Today, the world is facing ruin and disaster because people have lost confidence in themselves. Self-confidence alone is capable of granting peace and prosperity to each person. He receives good everywhere; he is honoured in all places. Whatever he touches becomes gold. When a person has no faith in himself, how can he place faith in others?" *Sai Baba*

## WORKSHOP # 12 – SELF-CONTROL

### VALUE - PEACE

### SUB-VALUE - SELF-CONTROL

**OBJECTIVE:** Participants will learn what self-control is and why it is important.

### SILENT SITTING

Sit comfortably and close your eyes.

Take a slow, deep breath...Continue to take slow, deep breaths.

Pay attention to your breathing. Let yourself imagine that when you breathe in, you're breathing in fresh energy and oxygen that's flowing through your whole body. Imagine that with every out-breath, you are letting go of a little bit of tension, a little bit of discomfort, a little distraction. You're breathing in energy and relaxation...

Imagine yourself going to a place that's very beautiful to you...very peaceful...very safe and secure — a place that you feel really good to be.

Look around and notice what you imagine seeing in this special, quiet, peaceful place. Notice the colors and the shapes ... Imagine hearing any sounds in this special, peaceful, quiet place.. And allow them to be there. Allow yourself to relax into them and to feel that relaxation, that peacefulness... Find the spot where you feel most comfortable and allow yourself to get settled there. Simply enjoy a few quiet moments. Peaceful, relaxed, nothing to do, nowhere to go, enjoying the beauty and the safety. As you deeply relax in this place of beauty, peacefulness, and safety, allow your body to recharge and your mind as well... your spirit too. You are just drawing from this sense of deep restfulness and comfort that's here.

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment, ... and know that you can come back and visit this place anytime you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can tap into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

### CONVERSATION STARTERS:

What is self-control?

How does the word "self-control" make you feel?

Are we born with self-control?

Is self-control generally easy or difficult for you?

The facilitator will touch on controlling (guiding or directing) what you think, what and how you feel, and how you behave or act.

Having power and control over your emotions, words, actions, impulses and desires; showing perseverance and commitment to achieve goals; delaying gratification.

Self-control is like having a steering wheel and brakes in the journey of life. It means saying "no" to some things in order to say "yes" to something better—something that can help you reach your goals.

### QUESTIONS FOR DISCUSSION:

1. Is it possible to control the thoughts you have? In what ways?
2. How can you control thoughts that are negative?
3. Give examples of how you practise self-control at home, at school or at work.
4. Tell of a situation where you practised/ did not practise self-control and what were the consequences?
5. In what areas of your life will practising self-control be beneficial to you?
6. Do you have emotions you are unable to control? Which ones?
7. What are some positive traits which practice of self-control will enable you to develop?
8. Who is the most self-controlled/disciplined person you know? Give reasons for your choice.
9. How does self-control bring freedom?

### QUOTATIONS FOR DISCUSSION:

1. "The ideal aim of education is creation of the power of self-control." *Dewey*
2. "Like a city whose walls are broken down is a man who lacks self-control." *Proverbs 25:28*
3. "I advise you to avoid five delinquencies. The eye should not wander towards obscene sights. The words uttered should not hurt the self-respect of others. The hand should not be raised in anger against anyone. The ears should not exult in scandal. The mind should not have attachment to bad habits." *Sai Baba*
4. "Man should be master of his behaviour: he should not be carried away by the impulse of the moment; he must be conscious always of what is good for him. He should so discharge his daily duties that he does not make others suffer or suffer himself. That is the sign of intelligent living. Do not lapse into fits of anger or grief or elation or despair." *Sai Baba*
5. "He who ignores discipline despises himself, but whoever heeds correction gains understanding." *Proverbs 15:32*

6. "The happiness of a man in this life does not consist in the absence but in the mastery of his passions." *Alfred, Lord Tennyson*

## ACTIVITIES

1. Write five statements which demonstrate practice of control of emotions, for example, "I feel angry. I need to calm down."
2. List behaviours which demonstrate practice of self-control, for example, "I think before I act."
3. Brainstorm examples of self-control, for example, making healthy food choices, using your time wisely.
4. Brainstorm a list of problems that might result from a lack of self-control and discuss how they might affect personal appearance, health, success at school, friendships, job performance, family events or relationships, etc.
5. Role-play talking to a younger brother or sister who is demonstrating a lack of self-control.
6. Identify a situation which you think requires self-control. Write down what you will do to prepare ahead of time.

## INSIGHTS

What have you learnt about self-control?

## FOLLOW-UP AND LIFE APPLICATION

1. Think about the following questions and **act** on them:
  - Is there an area of your life that needs self-control? Is it your tongue? Do you talk about people? Do you complain? Do you use language that would hurt the heart of God?
  - Or perhaps you have a hard time keeping your hands to yourself if you are angry or frustrated about something. Do you hit, push, or kick?
  - What about your free time? Do you spend time with God during the day? Do you help around the house and do your homework? Or do you lack self-control and spend too much time on the computer, telephone, watching television, or playing video games?
2. Think about three things you would like to accomplish in the next several months. These should be things that are really important to you and within your power to accomplish but which require a high level of self-control.

Describe in detail what you will need to do to succeed and describe your plan of action.

3. Keep a self-control journal. Write down situations you experience and evaluate how well you practised self-control. Write down your thoughts, feelings, and actions and how you can improve on practising self-control.

## ADDITIONAL RESOURCES

### FOR REFLECTION

1. May I ever practise self-control,  
May I learn to be patient and kind;  
May I meet my problems with wisdom;  
If I do, I will have peace of mind.  
May I keep my temper every day;  
May I be honest and fair and brave;  
May calmness cover me, as a cloak,  
That my own self-respect I may save.  
When I give way to anger and fear,  
And when to passions I am a slave,  
I am harming my body and soul  
That my God, in His love, to me gave.

*Gertrude Tooley Buckingham, "When I Am Master of My Soul"*

2. 1 Corinthians 10:13 "No temptation has seized you except what is common to man. And God is faithful; He will not let you be tempted beyond what you can bear. But when you are tempted, He will also provide a way out so that you can stand up under it."
3. Luke 4:1-13 *English Standard Version (ESV)*

### The Temptation of Jesus

**4** And Jesus, full of the Holy Spirit, returned from the Jordan and was led by the Spirit in the wilderness <sup>2</sup> for forty days, being tempted by the devil. And he ate nothing during those days. And when they were ended, he was hungry. <sup>3</sup> The devil said to him, "If you are the Son of God, command this stone to become bread." <sup>4</sup> And Jesus answered him, "It is written, 'Man shall not live by bread alone.'" <sup>5</sup> And the devil took him up and showed him all the kingdoms of the world in a moment of time <sup>6</sup> and said to him, "To you I will give all

this authority and their glory, for it has been delivered to me, and I give it to whom I will. <sup>7</sup> If you, then, will worship me, it will all be yours.” <sup>8</sup> And Jesus answered him, “It is written, “You shall worship the Lord your God, and him only shall you serve.”” <sup>9</sup> And he took him to Jerusalem and set him on the pinnacle of the temple and said to him, “If you are the Son of God, throw yourself down from here, <sup>10</sup> for it is written, “He will command his angels concerning you, to guard you,’ <sup>11</sup> and “On their hands they will bear you up, lest you strike your foot against a stone.”” <sup>12</sup> And Jesus answered him, “It is said, ‘You shall not put the Lord your God to the test.’” <sup>13</sup> And when the devil had ended every temptation, he departed from him until an opportune time.



## WORKSHOP # 13 – SELF-DISCIPLINE

### VALUE- PEACE

### SUB-VALUE- SELF- DISCIPLINE

**OBJECTIVE:** Participants will understand the meaning of self-discipline and that self-discipline contributes to peace.

### SILENT SITTING

Sit comfortably and close your eyes.

Take a slow, deep breath...Continue to take slow, deep breaths.

Pay attention to your breathing. Let yourself imagine that when you breathe in, you're breathing in fresh energy and oxygen that's flowing through your whole body. Imagine that with every out-breath, you are letting go of a little bit of tension, a little bit of discomfort, a little distraction. You're breathing in energy and relaxation...

Imagine yourself going to a place that's very beautiful to you...very peaceful...very safe and secure — a place that you feel really good to be.

Look around and notice what you imagine seeing in this special, quiet, peaceful place. Notice the colors and the shapes ... Imagine hearing any sounds in this special, peaceful, quiet place... And allow them to be there. Allow yourself to relax into them and to feel that relaxation, that peacefulness... Find the spot where you feel most comfortable and allow yourself to get settled there. Simply enjoy a few quiet moments. Peaceful, relaxed, nothing to do, nowhere to go, enjoying the beauty and the safety. As you deeply relax in this place of beauty, peacefulness, and safety, allow your body to recharge and your mind as well... your spirit too. You are just drawing from this sense of deep restfulness and comfort that's here.

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment, ... and know that you can come back and visit this place any time you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can touch into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

### CONVERSATION STARTERS

What do you understand by "self-discipline"?

How does the word self-discipline make you feel?

Do you have self-discipline?

Is it important to develop self-discipline? Give reasons.

The facilitator touches on the following ideas in getting participants to understand “self-discipline”:

- Making good choices
- Having control of one’s emotions, desires, impulses, thoughts and actions by one’s own will
- Practising good habits, being patient, controlling your temper, taking responsibility for your own actions
- The ability you have to control and motivate yourself, stay on track and do what is right, make yourself work hard or behave in a particular way without needing anyone else to tell you what to do.
- Companion of will power
- Self-discipline appears in various forms, such as endurance, perseverance and restraint, and as the ability to carry out one's decisions and plans, in spite of inconvenience, hardships or obstacles.
- One of the main characteristics of self-discipline is the ability to forgo instinctive and immediate gratification or pleasure, in favor of some greater gain or more satisfying results, even if this requires effort and time.
- Self- discipline is like a muscle: the more you train it the stronger you become; the less you train it the weaker you become.

### QUESTIONS FOR DISCUSSION

1. Think of a classroom situation or a workplace situation and brainstorm ways individuals who have self-discipline behave.
2. Brainstorm ways individuals who have self-discipline behave at home.
3. Tell of an occasion when you practised self-discipline but it was difficult for you to do so. How did you feel?
4. When is self-discipline hardest for you?
5. Identify situations in which peer-pressure can overwhelm self-discipline.
6. Identify areas in daily living in which everyone needs to apply self-discipline, for example, meal times/choice of food.
7. What can happen when you are not disciplined in areas that are important: health, school, work, etc.?
8. What is it like when you are with someone who has difficulty with self-discipline?
9. How would lack of self - discipline impact on your relationships with others?
10. How is self-discipline important in the world of work?

11. What is the difference between discipline and self-discipline?
12. How is "discipline" an important part of a civil society and the common good?
13. When you think of someone who is self-disciplined, who comes to mind? Name a few people whom you think are self-disciplined and give your reasons why.
14. How does self-discipline lead to freedom?

### QUOTATIONS FOR DISCUSSION

1. "Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; for it becomes your destiny!" *Sai Baba*
2. "Self-discipline is when your conscience tells you something and you don't talk back." *W.K. Hope*
3. "Self-discipline is a form of freedom. Freedom from laziness and lethargy, freedom from the expectations and demands of others, freedom from weakness and fear and doubt. Self-discipline allows a pitcher [person] to feel his individuality, his inner strength, his talent. He is master of, rather than a slave to his thoughts and emotions." --*The Mental ABC's of Pitching by H.A. Dorfman*
4. "Self-discipline begins with the mastery of your thoughts. If you don't control what you think, you can't control what you do. Simply, self-discipline enables you to think first and act afterward." *Napolean Hill*
5. "If we don't discipline ourselves, the world will do it for us." *William Feather*
6. "For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it." *Hebrews 12:11*
7. "To enjoy good health, to bring true happiness to one's family, to bring peace to all, one must first discipline and control one's mind. If a man can control his mind he can find the way to Enlightenment, and all wisdom and virtue will naturally come to him." *Buddha*

### ACTIVITIES

1. Participants are divided into three groups and given chart paper each labeled with a title: Self-Discipline **Looks** Like:  
Self-Discipline **Feels** Like:  
Self-Discipline **Sounds** Like:  
They record their thoughts. Sharing and discussion follow.
2. Participants discuss how they would practise self-discipline in the following situations.
  - You hear that one of your classmates was caught cheating on a test.
  - Someone asks you a question during a meeting when everyone was told to listen attentively.

- Someone says something ugly about you.
- It is buffet night in your favourite restaurant and there is no limit to how much food you can take.
- You have to complete a school/work assignment for tomorrow. Some friends are encouraging you to go out to the movies with them tonight.

## INSIGHTS

What have you learnt about self-discipline?

Why is it important to have this quality?

What is the relationship between self-discipline and peace?

## FOLLOW-UP AND LIFE APPLICATION

Identify areas in your life that can be improved through practising more self-discipline. Work at improvement. Record your efforts in your self-discipline journal.

## ADDITIONAL RESOURCES

### 1. RATE YOURSELF

#### How self-disciplined are you?

- You say no in difficult situations.
- You complete your assignments on time.
- You meet deadlines.
- You are punctual for school/work.
- You say no to drugs.
- You eat healthy foods and snacks.
- You attend church/temple/mosque every week despite your hectic schedule.
- You do not cave in to peer pressure.
- You discipline yourself to exercise regularly.
- You stop and think before you act.
- You limit the amount of time you spend watching television, speaking on the telephone, and social media.
- You control anger.
- You can say no to some of your urges and impulses.
- You behave responsibly without orders.

## 2. STORY FOR REFLECTION – *Loss of Freedom*

Once upon a time there was a dog that snapped and barked at people all the time. On one occasion, the dog actually bit a man. Many people in the neighbourhood were afraid of the dog. The owner of the dog realized people were afraid to come to his house, so he had no choice but to restrain the animal by putting a collar and chain on him and tying him to a tree.

For weeks, the dog strutted around the yard with his new collar and shiny chain. One day some of the kinder and gentler dogs in the neighbourhood came to pay him a visit. While proudly showing off his “new duds,” one of the older dogs told him, “I hope you realize your chain and collar were not given to you as a reward, but as punishment for your lack of self-discipline.”

The dog went back to his tree; finally realizing his lack of self-discipline had cost him his freedom.

## WORKSHOP # 14 - CARING

### VALUE - LOVE

### SUB-VALUE - CARING

**OBJECTIVE:** Participants will understand that caring means showing concern for the feelings and needs of others and doing kind acts for others.

### SILENT SITTING:

Sit in a comfortable position with your backs straight...close your eyes. Take a few deep breaths in and then out...Feel relaxed...Be thankful for this beautiful day which is God's gift to you. You will do the best that you can... and be your best self. It's a day when you will be thankful for every blessing... every kindness shown...and you will be kind and caring in return... You will be respectful and polite to every person who comes your way....family...friends...co-workers...strangers... for they all help you to realize who you are... Slowly open your eyes.

### CONVERSATION STARTERS

Many people say that teenagers are selfish and self-absorbed and do not care about anything but themselves. Do you agree? Give reasons.

What does caring mean?

Would you say that you are a caring person? In what ways?

### QUESTIONS FOR DISCUSSION

1. Describe the most caring thing someone has done for you. How did you feel? How do you think the other person felt?
2. Share your last experience of doing something to show someone that you cared about him/her.
3. Would you say that our society is a caring one? Give reasons.
4. Who is the most caring person you know/ know of? Give reasons for your choice.
5. In what ways does uncaring behaviour affect others (family, friends, co-workers?)
6. Brainstorm examples of caring behavior (1) at home (2) at school (3) in your community (4) in the workplace.
7. Participants discuss the people who are helpful in the community, for example, policemen, firemen, nurses, doctors, garbage collectors, postmen, etc.
8. In what little ways can we demonstrate that "sharing is caring" at home?
9. What can we do to show gratitude to the persons in our lives who care for us and about us? (Parents, siblings, spouse, teachers, neighbours etc.).

10. What motivates you to be caring?

### QUOTATIONS FOR DISCUSSION

1. "We cannot do great things on this Earth, only small things with great love." *Mother Teresa*
2. "You give little when you give of your possessions. It's when you give of yourself that you truly give." *Kahlil Gibran* .
3. "Power is the ability to do good things for others...a kind word, a listening ear, an honest compliment, or the smallest act of caring." *Sai Baba*
4. "Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world." *Dr Desmond Tutu*
5. "I expect to pass through the world but once. Any good therefore that I can do, or any kindness that I can show to any creature, let me do it now. Let me not defer it for I shall not pass this way again." *Stephen Grellet- French/American religious leader.*
6. "Life's most persistent and urgent question is: 'What are you doing to help others?'" *Martin Luther King.*

### ACTIVITIES

1. Kindness Tree  
The facilitator draws a tree trunk or uses a cut out. This tree has branches only; there are no leaves. Participants are given cut outs of leaves on which they would write one word they think is related to caring for someone, animal or the environment, for example, kindness, concern, giving, sharing, listening, helping, love, unselfish, appreciation, consideration etc. One by one, the participants will stick their contribution on the branches of the tree. When one branch is filled, the facilitator will put a flower or a fruit on that branch. The flower or the fruit signifies that the participants' character will "blossom or bear fruit" when they display the values on the tree.
2. Divide the participants into groups. Each group develops a list of **do's** and **don't's** for caring behavior.
3. Brainstorm examples of things participants can do to help others at school/ in their community. Ask them to think about what talents and resources they have to share. Ask them to weigh the opportunity costs and benefits of their contributions. Help them carry out a plan to do something for an individual or for the common good at school/in their community. List the steps, resources, and outcomes of the plan.
4. Participants bring in articles from newspapers describing situations that show caring and uncaring actions on the part of individuals, groups, or governments. Discuss these situations. In what ways do they demonstrate either caring or uncaring?

## INSIGHTS

In what ways will a caring attitude enable you to become a better person?

## FOLLOW-UP AND LIFE APPLICATION

Participate in any of the following activities:

1. A visit to a Senior Citizens' Home or orphanage (group)
2. Beach clean- up or community improvement activity (group)
3. Greeting cards to brighten a person's day (individual)
4. Volunteering more at home (individual)
5. Helping someone with his/her homework (individual)
6. Volunteering to spend one or more hour per week in a service activity either in school, your community, your youth group or in a religious or spiritual organization (individual)
7. Keeping a journal of activities done to help a person, animal or community (individual)

## ADDITIONAL RESOURCE

### **STORY FOR REFLECTION: *Mirror with a Malfunction***

There was once a boy who was very rich and clever. He had practically everything a boy could ever want, so he was only interested in the most rare and curious of objects. This happened to him in relation to a very old mirror, and he convinced his parents to buy it from a mysterious old man. When the mirror arrived home, the boy went to see his reflection in it. His face looked very sad indeed. He tried smiling and making funny faces, but his reflection continued with its sad expression.

Surprised, the boy went off to buy sweets. He came home as happy as can be, to look in the mirror, but his image was still sad-looking. He bought all kinds of toys and old junk, but forever looked sad in that mirror. Fed up, the boy stuck the mirror off in a corner.

"Crikey, what a terrible mirror! It's the first time I've seen a mirror that didn't work properly!"

That same afternoon he went into the street to play and to buy a few toys, but on his way to the park he saw a little boy who was crying his heart out. The boy was crying so much, and looked so lonely, that the rich boy went over to help him and to see what had happened. The little one told him that he had lost his parents.

Together the two boys set off in search of them. As the little boy wouldn't stop crying, our boy spent his money on buying him sweets to cheer him up. Finally, after much walking, they found his parents who were out looking for him, very worried.



The rich boy said goodbye, and walked off towards the park. But, seeing the time, he decided to turn round and head for home, without having been able to play, without toys, and without money. At home, he went to his room, and noticed a shining light in the corner; the same corner he had left the mirror in. Seeing this, he went over to the mirror, and realised that the light was coming from his own body, so radiant with happiness he had become.

And so he understood the mystery of that mirror, the only mirror which could faithfully reflect the true joy of its owner. He realised it was true; he felt genuinely happy at having helped that little boy.

And since then, each morning when he looked in that mirror and failed to see a special shine, he already knew what he had to do to bring it back.

Pedro Pablo Sacristán

<https://freestoriesforkids.com/children/stories-and-tales/mirror-malfunction>

## WORKSHOP # 15 - COMMUNICATION

### VALUE - LOVE

### SUB-VALUE - COMMUNICATION

**OBJECTIVES:** Participants will gain a deeper understanding of factors necessary for effective communication.

Participants will improve their listening skills.

Participants will understand the importance of caring and courtesy in communication.

### SILENT SITTING (GUIDED IMAGERY)

Sit in a comfortable position and close your eyes.

Breathe deeply in...out (a few times). Feel your body giving up all the tension.... becoming relaxed.... and calm.... peaceful....

Imagine you are walking towards the ocean....you are walking through the forest...

You can hear the waves ahead.... you can smell the ocean spray.... the air is moist and warm.... feel the cool breeze blowing through the trees....You are coming closer to the sea... you see the brilliant aqua color of the ocean ahead....

You walk out of the forest and onto a long stretch of white sand.... the sand is very soft ...you are going towards the water....The beach is wide and long....Hear the waves crashing to the shore....Smell the clean salt water ...See the waves washing up onto the sand..... and going back towards the ocean.... washing up.... and flowing back down..... enjoy the ever-repeating rhythm of the waves..

Feel the mist from the ocean on your skin. You walk closer to the waves... feel the sand becoming wet and firm....A wave washes over the sand towards you.... and touches your toes before receding...As you step forward, more waves wash over your feet... feel the cool water on your feet.

Walk further into the clear, clean water.... you can see the white sand under the water.... the water is cool and pleasant...You walk further into the water.... you feel more and more relaxed... enjoy the ocean....Now you are feeling calm and refreshed...

You walk back out of the water and onto the beach...

Stroll along the beach at the water's edge.... free of worries... no stress... calm..... enjoying this holiday....

You feel peaceful and relaxed.... When you are ready to return from your vacation, do so slowly... Keep with you the feeling of calm and relaxation.... slowly open your eyes, stretch your muscles... and become fully alert... refreshed... and filled with energy.

### CONVERSATION STARTERS:

What does “communication” mean?

What is the purpose of communication?

Do you consider yourself an effective communicator? Give reasons.

The facilitator should be aware of the following:

The purpose of communication: to get your message across to others clearly and unambiguously so that there is understanding and/or acceptance. If the message is not clear, then there can be errors, misinterpretation and confusion.

### QUESTIONS FOR DISCUSSION

1. Why is it important to have effective communication skills?
2. What factors are necessary for spoken communication to be effective?
3. What is the difference between “hearing” and “listening”?
4. What are some barriers to effective communication?
5. Which of the above (barriers) do you practise? How can you change those behaviours?
6. What is “non-verbal” communication?
7. How can you improve the non-verbal aspects of your communication?
8. Tell of an experience when you tried to communicate with someone but you were misunderstood. What caused you to be misunderstood?
9. What someone says and what we hear can be amazingly different! Why is this?
10. What are some examples of communication (both verbal and non-verbal) that you should always try to practise when communicating with an employer?
11. How can you demonstrate caring and courtesy in spoken communication?

### QUOTATIONS FOR DISCUSSION

1. “The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.” *Ralph Nichols*
2. “Effective communications starts with listening.” *Robert Gately*
3. “Before you speak, let your words pass through three gates. At the first gate, ask yourself: ‘Is it true?’ At the second gate, ask yourself, ‘Is it necessary?’ At the third gate ask, ‘Is it kind?’” *Sufi*
4. “You cannot always oblige but you can always speak obligingly, Speak with love. Speak good words. Always speak with a smile.” *Sai Baba*

5. "The way we communicate with others and with ourselves ultimately determines the quality of our lives." *Anthony Robbins*
6. "Deep listening is miraculous for both listener and speaker. When someone receives us with open- hearted, non-judging, intensely interested listening, our spirits expand." *Sue Patton Thoele*
7. "Kind words can be short and easy to speak, but their echoes are truly endless." *Mother Teresa*
8. "The first duty of love is to listen." *Paul Tillich*
9. "Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." *Leo Buscaglia*

## ACTIVITIES

1. Participants practise talking to each other about drawn topics generated by them. They use active listening skills. They use nonverbal body language - lean forward to show interest, make eye contact, they do not interrupt, they pick up on feeling clues.
2. Participants come up with a few ways of saying "no" nicely.
3. Practise the following examples of "I messages": (Please turn to page 80 for **what is an I message?**)
  - "I have a problem and need to talk to you." (Wait for response.)
  - "When you argue with me after I ask you to stop, it makes me feel frustrated." (Wait for response).
  - "If you continue to argue after I ask you to stop, will it make our relationship better or worse?" (Wait for response).
  - "Do you want our relationship to get better or worse?" (Wait for response).
4. Ask the participants to list ten things they communicated today and how they did it. Have a participant model a sentence he/she communicated: only read, and then with body language and inflection (alteration in pitch/tone). Describe the differences. Which is more effective? Why?
5. Consider the following situations. Create a list, discuss, draw a picture, or encourage participants to act out the different ways one might communicate with each of the following groups:
  - Friends
  - Family
  - Professional (employer, teacher etc.).

Be sure to explore **BOTH** verbal language and non-verbal language (facial expressions, behaviour, body language, etc.) in each situation.

Situation 1: Saying hello or goodbye

Situation 2: Asking for help

Situation 3: Emailing or texting

Situation 4: Showing excitement

Situation 5: Create your own

6. Journaling activity

We all communicate differently with different people in our lives. Does the way you communicate (or say things) affect how others perceive you? Explain.

7. Telephone responses:

Please provide some **better/more appropriate responses** to the items in this activity. It can be done as a group activity.

**INITIAL RESPONSE**

**BETTER RESPONSE**

1. Hold the line.

Will you hold a moment please?

2. Go ahead.

3. Call back later.

4. I did not hear you.

5. Speak up.

6. What did you say?

7. Let me finish.

8. Who's this?

9. Transfer my call.

10. She is late for work.

11. I am not responsible for the mistake;

don't raise your voice at me.

12. Yuh serious?

## INSIGHTS

What have you learnt about:

- effective communication?
- caring and courteous communication?
- using “ I messages”?
- active listening?

## FOLLOW-UP AND LIFE APPLICATION

1. Work hard at improving one communication barrier you practise.
2. Practise communicating at home, your workplace and with friends in a more caring manner.
3. Put into action this acronym for **THINK** before you please. Please try to make it a habit.

**T-** Is it true?

**H-** Is it helpful?

**I -** Is it inspiring?

**N-** Is it necessary?

**K-** Is it kind?

## ADDITIONAL RESOURCES

- **Communication Skills:** listening, speaking, reading, writing
- **Types of Communication:** verbal/oral, written
- **Non-verbal Communication:** expression, expressive behaviours, body language such as facial expressions – smiles, gestures, eye contact and posture; use of space, personal appearance. This shows the person you are communicating with that you are indeed listening actively and will prompt further communications while keeping costly, time-consuming misunderstandings at a minimum. Whether you are communicating with one person or a group, non-verbal messages play an important role. The greater part of a verbal message is sent non-verbally, and only a small part through what is said.
- **Active Listening:** People speak at 100 to 175 words per minute but they can listen intelligently at 600 to 800 words per minute. Since only a part of our mind is paying attention, it is easy to go into mind drift- thinking about other things while listening to someone.
- To combat this you must use active listening skills, which involves listening with a purpose. It may be to gain information, obtain directions, understand others, solve problems, share interests, see how another person feels, show support etc.

## 1. Traits of an Active Listener (What does this sound or look like?)

**Encouraging:** Use neutral words to help the other person say more about the situation and how they feel.

**Reflective:** State in your own words what you hear the other person saying, including their feelings and needs.

**Understanding:** Listen carefully and clarify anything that is not clear. Ask nonjudgmental questions.

**Use eye contact:** Your body language and gestures need to show that you are interested and listening.

**Give the person time to speak:** If you ask a question or make a statement, wait for a response.

Give the person your **complete and undivided attention**.

Focus on what the person is saying **without** interrupting, correcting, advising, or telling your own story.

**Give feedback:** To confirm the communication between you and others.

Obviously this serves to further ensure the communications are understood and is a great tool to use to verify that you heard while actively listening.

## 2. How frequently do you engage in the following behaviours?

- When you have something to say you are open and honest about the need to say it.
- You are aware that the words you use may not have the same meaning for the receiver of your message.
- The message you receive may not be the one the sender intended.
- You are clear about who your receiver is and how this will affect how your message will be received.
- As you communicate you look and listen for an indication that you are being understood.
- Your message is brief and concise.
- You avoid using words the receiver of your message may not understand.
- You avoid using emotionally toned words.
- You are aware that what you say is as important as how you say it.
- You are aware of the non-verbal message you may be sending.

- You do not allow how you feel about someone to interfere with what he/she is saying to you.
- You match your medium of communication with your message and your receiver.
- You listen even though you do not agree with what is being said.

### **What is an “I” message?**

"I"-messages reflect one's own views and rely on description rather than criticism, blame, or prescription. The message is less likely to prompt defensive reactions and more likely to be heard by the recipient. One form of "I"-message includes three elements: (1) the problem or situation, (2) your feelings about the issue, and (3) the reason for the concern.

Use “I messages” to intervene when there is a relationship problem (examples: teasing, gossip, horsing around, arguing, being rude, lying). This is a solution-focused, respectful way of letting the person know of your concerns and what you want to see happen.

- Use eye contact
- Tell the person: “I have a problem...”
- Describe the problem or behaviour in a non-threatening way. “When you do this I feel...”
- Tell the person how you feel about the problem. “I feel...”
- Then ask two questions: (1) “If you continue this behaviour, will it make our relationship better or worse?” and (2) “Do you want our relationship to get better or worse?”

*<https://en.wikipedia.org/wiki/I-message> (Adapted)*



## WORKSHOP #16 - FRIENDSHIP

### VALUE- LOVE

### SUB-VALUE- FRIENDSHIP

**OBJECTIVE:** Participants will understand the meaning of friendship.

### SILENT SITTING

Sit comfortably and close your eyes... Take a slow, deep breath...Continue to take slow, deep breaths. Pay attention to your breathing. Let yourself imagine that when you breathe in, you're breathing in fresh energy and oxygen that's flowing through your whole body. Imagine that with every out-breath, you are letting go of a little bit of tension, a little bit of discomfort, a little distraction. You're breathing in energy and relaxation...Imagine yourself going to a place that's very beautiful to you...very peaceful...very safe and secure — a place where you feel really good to be.

Look around and notice what you imagine seeing in this special, quiet, peaceful place. Notice the colors and the shapes ... Imagine hearing any sounds in this special, peaceful, quiet place... And allow them to be there. Allow yourself to relax into them and to feel that relaxation, that peacefulness... Find the spot where you feel most comfortable and allow yourself to get settled there. Simply enjoy a few quiet moments. Peaceful, relaxed, nothing to do, nowhere to go, enjoying the beauty and the safety. As you deeply relax in this place of beauty, peacefulness, and safety, allow your body to recharge and your mind as well... your spirit too. You are just drawing from this sense of deep restfulness and comfort that's here.

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment, ... and know that you can come back and visit this place anytime you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can tap into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

### CONVERSATION STARTERS

Define the word **FRIEND**. Start with: "A friend is someone who..."

What is friendship?

Would you say that you have many friends? Explain.

### QUESTIONS FOR DISCUSSION

1. What qualities do you look for in a friend?
2. What wisdom is contained in the saying: "Friends carry you but they don't bring you back"?

- Do you think this is a true saying? Give reasons/Share a personal experience.
3. What limits/boundaries do you observe in your friendships? Give reasons.
  4. How do you tell the difference between true friends and false “friends”?
  5. Tell of a time when you gave in to negative pressure from friends. How did you feel? What were the consequences?
  6. Tell of a time when you were influenced by positive pressure from friends. How did you feel? What were the consequences?
  7. Do you think there is something wrong with you if you are not part of the popular set? Give reasons.
  8. Have you ever been excluded from a group? What happened? How did you feel? What did you learn from it?
  9. Have you ever been disappointed by a friend? What did you learn from this experience?
  10. Tell of your best friendship experience.

### QUOTATIONS FOR DISCUSSION

1. “People talk of friends and friendships, but what do they mean by it? Friendship must serve as the lids serve the eyes, or sandals for the feet. The ‘friend’ should be another ‘me’. He/she must experience in equal depth the joy and the grief of the other. Friends ought to be like milk and water, for when mixed together and put on the fire, the water evaporates as steam and the milk will lament the separation and boil over. Thus the only way to calm it, the milk, is to sprinkle a spoon or two of water onto it.” *Sai Baba in Sathya Sai Speaks Vol 5 p342*
2. “A friend is the one who comes in when the whole world has gone out.” *Grace Pulpit*
3. “As a friend, you first give your understanding, then you try to understand.” *Robert Brault*
4. “When we honestly ask ourselves which persons in our lives mean the most to us, we often find that it is those who, instead of giving advice, solutions, or cures, have chosen rather to share our pain and touch our wounds with a warm and tender hand. The friend who can be silent with us in a moment of despair or confusion, who can stay with us in an hour of grief and bereavement, who can tolerate not knowing, not curing, not healing and face with us the reality of our powerlessness, that is a friend who cares.” *Henri Nouwe*
5. “Friendship isn't about whom you have known the longest... It's about who came, and never left your side.” *Author Unknown*
6. "If you're alone, I'll be your shadow. If you want to cry, I'll be your shoulder. If you want a hug, I'll be your pillow. If you need to be happy, I'll be your smile... But anytime you need a friend, I'll just be me." *Author Unknown*

## ACTIVITIES

1. Create a recipe for healthy friendships.
2. Select the three most important qualities you look for in a friend. Next to each of these qualities, write down what you would do to practise it.
3. Role-play this situation: Your friend Jason tells you that he has been experimenting with cigarettes for the past month. You are very concerned about your friend. How would you treat with this situation?
4. List as many ways as you can think of on *How to be a Good Friend*, for example,

Good friends respect each other

Good friends are trustworthy

Good friends.....

## INSIGHTS

What have you learnt about friendship?  
How good a friend are you?

## FOLLOW-UP AND LIFE APPLICATION

Identify any quality you have that prevents you from forming healthy friendships and work at eradicating it. Keep a journal of your efforts.

## ADDITIONAL RESOURCE

### 1. MESSAGE – *Keeping Good Company*

The easiest and the most fruitful method of keeping yourself free from dust and rust is holy company. The company of the good and the godly will slowly and surely chasten and cleanse persons prone to stray away from the straight path towards Self- Realisation. Care has to be taken to see that you select and stick to the proper company. A cup of water has no cash value; but, if it is poured into ten cups of milk, it acquires the value that people attach to milk! If on the other hand, one cup of milk is poured into ten cups of water, it loses the value it had and is condemned as useless. So, the company you join must be purer, more venerable, and sticking to higher ideals of virtue and truth than you yourselves.

When a smoker joins a group of non-smokers, there is every likelihood of his giving up that bad habit; but, when a non-smoker falls into a den of smokers, he is certain to become a victim soon! Such is the subtle influence of the company one keeps. The company you join must be qualitatively and quantitatively greater and higher than the one in which you are now caught. There are

precious gems of wisdom within your hearts, which require excavation, in order to be of any benefit to you. Intelligence is the instrument you have to use, in order to gain them.

At the very start, you will encounter a boulder barring your way---that is the body consciousness, the ego. Desires are the loose rocks that have also to be dug out and kept aside. Then, you come to a bed of sand---good thoughts, good words, good deeds; when this stratum is reached, you are nearing success. If you keep on in good company, every day, your hearts will maintain their purity unimpaired; but, if you seek one, only off and on, it will be difficult to win Grace or particles of it because the vessel will be tarnished and untidy. In your own households, you must have noticed that a vessel in daily use is bright and clean; but vessels stored and used only now and then will have to be scrubbed with great vigour to become bright.

*Sai Baba (ssspeaks/volume13)*

## WORKSHOP # 17 – MANAGEMENT OF MONEY (CEILING ON DESIRES)

### VALUE- NON-VIOLENCE

#### SUB-VALUE- MANAGEMENT OF MONEY (CEILING ON DESIRES)

**OBJECTIVE:** Participants will understand that money is a precious resource and should not be wasted.

Participants will understand the difference between needs and wants and in so doing put a ceiling on their wants/desires.

#### SILENT SITTING

Sit comfortably and close your eyes.

Take a slow, deep breath...Continue to take slow, deep breaths.

Pay attention to your breathing. Let yourself imagine that when you breathe in, you're breathing in fresh energy and oxygen that's flowing through your whole body. Imagine that with every out-breath you are letting go of a little bit of tension, a little bit of discomfort, a little distraction. You're breathing in energy and relaxation...

Imagine yourself going to a place that's very beautiful to you...very peaceful...very safe and secure — a place that you feel really good to be.

Look around and notice what you imagine seeing in this special, quiet, peaceful place. Notice the colors and the shapes ... Imagine hearing any sounds in this special, peaceful, quiet place.. And allow them to be there. Allow yourself to relax into them and to feel that relaxation, that peacefulness... Find the spot where you feel most comfortable and allow yourself to get settled there. Simply enjoy a few quiet moments. Peaceful, relaxed, nothing to do, nowhere to go, enjoying the beauty and the safety. As you deeply relax in this place of beauty, peacefulness, and safety, allow your body to recharge and your mind as well... your spirit too. You are just drawing from this sense of deep restfulness and comfort that's here.

Slowly bring your attention back to the outer world... allow the images to fade but bring back with you any sense of relaxation, peacefulness, refreshment, ... and know that you can come back and visit this place anytime you choose. Also know that this place is always within you, and that by even remembering it or thinking about it, you can tap into that feeling of calmness, peacefulness, and serenity and bring those qualities more and more into your daily life.

## CONVERSATION STARTERS

Think of the things you spend your money on.

Would you classify them as needs or wants?

Are you able to control your spending or do you overspend? Give reasons.

Are you frequently short of money? Why?

## QUESTIONS FOR DISCUSSION

1. What is your attitude towards money?
2. What is the difference between a want and a need?
3. Give examples of your needs and your wants.
4. Clothing is a basic need. In which category (needs /wants) would you place a Versace dress or shirt? Give reasons.
5. What are some ways in which you can help others by using money saved from limiting spending on designer items?
6. Do you find it difficult to practise ceiling on desires with respect to money? Give reasons.
7. What can you do to put a limit on your desire for purchasing?
8. In which aspect of your life do you spend most money? Is the money really needed in this area? Explain.
9. How can you reallocate your spending more wisely?
10. Where can you cut down on spending?
11. What are some ways in which you currently save money? If you have excess funds, where do you keep the money you save? (savings account, retirement account, mutual funds etc.)
12. Describe ways of being more disciplined about saving money regularly.
13. How does distribution of additional resources (versus retention of resources) affect our day to day satisfaction? Share a personal experience.
14. What are the benefits of putting a ceiling on our desires with respect to money?

## QUOTATIONS FOR DISCUSSION

1. "Money is like manure. Piled up in one place, it fouls the air. Spread it wide, scatter it over fields, it rewards you with a bumper harvest. So too, when money is spent for promoting good works, it yields contentment and happiness in plenty."  
*Sai Baba. 60th Birthday discourse at Prashanti Nilayam, 23-11-1985.*
2. "Control the Mind, limit your desires, reduce your spending." *Sai Baba*
3. "Do not save what is left after spending, but what is left after saving." *Warren Buffet*
4. "He who buys what he does not need steals from himself." *Swedish Proverb*
5. "There are some things that money just cannot buy, like manners, morals and intelligence."

## ACTIVITIES

1. Divide the participants into groups of 5-6. Each group comes up with a list of tips for being a smart consumer.
2. Divide the participants into groups of 5-6 to discuss the following scenario:  
Sunil keeps meaning to open a savings account and deposit a small portion of each paycheck monthly. He just has not gotten around to it yet. His car breaks down on the way home from work. His mechanic tells him that it will cost about \$1,200 to get the car running again. Sunil needs his car to get to and from work. He just got paid so he uses most of the money from his paycheck to get his car fixed. What can Sunil do, in the short term, about his present financial situation?
3. Make a list of things that you would like to have and which will make you very happy but which money cannot purchase.
4. Make a wish list of ten things you hope to buy in the near future. Next, label each item as a need or a want. Rearrange your wish list so that the items of highest priority are at the top and items of lowest priority are at the bottom. Trim the list as short as possible. How many items from your original wish list do you still have on your list?  
How did you determine whether the item on your list was a 'need' or a 'want'?  
How satisfied would you be if you were to buy all the items from your trimmed list?

## FOLLOW-UP AND LIFE APPLICATION

1. Get three jars and label them: "Saving," "Spending" and "Sharing." Divide pocket money that your parents give you or which you earn from doing chores equally among the jars. Use the spending jar for small purchases. Money in the sharing jar can go to someone you know who needs it or be used to donate to some other worthy cause. The saving jar should be for more expensive items.
2. Differentiate between your needs and wants.
3. Do a weekly budget.
4. Make a list of the things you spend daily on that you can avoid doing by making a conscious choice, for example, taking sandwiches for lunch instead of buying lunch. This can also be a healthier choice.
5. Identify one habit you will either give up or start so as to practise ceiling on desires (money).
6. Save money for a week as a group and engage in a service project using that money. Brainstorm on what projects the group would like to use the saved money for.

## ADDITIONAL RESOURCES

### FOR REFLECTION

#### MONEY MATTERS

It is said that money is neither good nor bad; it is a tool that has several uses in daily life and not solely in an economic context. Yet from morning to evening, day after day, we are consumed by the thought of money directly or indirectly in the form of desires. Popular culture defines the different ways in which we approach money - savers, spenders and others in between. Let us approach the topic of 'money' from a multi-dimensional perspective, explained by Sai Baba during the inauguration of the first Bank in Puttaparthi on July 14th, 1966.

(<http://www.ssbpt.info/ssspeaks/volume06/sss06-19.pdf>)

<b>THIS BANK (COMMERCIAL BANK )</b>	<b>THAT BANK (SPIRITUAL BANK)</b>
Earning wealth is a legitimate human endeavor and is deposited in this bank.	Your thoughts, words and deeds, good, bad or indifferent are deposited in that bank.
Righteousness has to direct and control the process of earning wealth.	A sovereign guiding principle that is divine whispers warning from the heart when Truth and Righteousness are not followed
Accumulation will cause fear and anxiety. Sons will fight for it, taxes will reduce the amount and thieves might steal it.	No son can sue, no tax-gatherer can lay his hands on this account or crooks can steal it. Deposit growing by your spiritual efforts will give peace and joy.
Secular currency	Truth, Righteousness and love are the only currency.
Loans will not be granted to all, credit worthy will be checked by the Manager.	The consequences of the meritorious activities from previous births can be drawn upon.
The account holder has the authority to operate the account. Joint account is possible.	Only separate accounts, one brother cannot withdraw from another brother, wife cannot withdraw from husband's account.
Sometimes, this bank will grant you overdrafts, so that you tide over temporary crises; the extent of the overdraft is settled by the Manager with reference to your reliability and capabilities.	God's grace will protect you in time of need. The extent is proportionate to good deeds, good thoughts, good feelings, good company and constant contemplation on the name of God.
Banks have safe deposit vaults, where customers can keep their valuables, jewels, legal documents and other things like silver	The other Bank, dealing with spiritual accounts, has also a safe deposit vault. Surrender your jewels of intelligence,



and gold, which attract thieves; they can then be free from worry; they can sleep in peace.	cleverness, capacity to serve and the gem that you most value, namely, your EGO to the care of God; then, you can be happy.
Money is the most valued possession.	Self-knowledge is the most valued possession.
This money and the rest can be earned by any one; even black marketeers and dacoits, crooks and pirates can amass money.	The wealth which is acceptable in Spiritual Bank comes only to those who struggle to be virtuous and detached, humble and holy.
Account active as long as you live.	Permanent and active account with God.

### THE HEART OF SACRIFICE

A few years ago at the time when preparations were being made to begin the Super-Specialty Hospital, Sai Baba seemingly had less time to devote to the young students. Day and night he was busy with matters related to the new hospital.

There was a very young student who could no longer bear the separation from his Mother Sai. He wrote a letter to Baba one day and took it during evening *darshan*. When Baba came to his side, the boy got up and offered his letter to Baba. Baba stopped, leaned over and made a special effort to take this young boy's letter.

To say the least, the boy was ecstatic. Swami continued walking, and went into the interview room. After about five minutes, the interview room door flew open and Baba emerged in all his glory, holding a small letter in his hand, the letter of the young boy. Baba called that young boy to come near and asked him,

"Boy, should I read aloud what you have written to me in this letter, so that everyone may listen?"

The innocent boy replied. "Whatever you think or wish, Baba". Baba himself read the letter aloud so that all could hear. The letter was as follows:

Dear Bhagavan:

You have given so much to me and to every one here. You have provided free education for me and all my brothers, and now I hear that you are constructing a BIG Hospital that will provide the most modern health care facilities to every section of the society totally free of cost.

Bhagavan! I also want to be a part of your glorious mission, but I am just a small boy and I don't know how I can contribute. Bhagavan, my parents are extremely poor but in spite of that they send me a little extra pocket money every month. I know it's due to their love and concern for me.

Bhagavan! For the last three months I have not given my clothes to the dhobi. While all the other boys were sleeping in the night I washed my clothes and thus I managed to save a little money. Bhagavan! I have also resisted the temptations of toffees, chocolates and all the other things and thus managed to save a little money.

Bhagavan! I offer this 100 rupee note to you. I feel ashamed and small to give you so little but even if this money can be used to buy a small brick for the new hospital, I will be the happiest child in the world.

-Your Loving Son

Like a proud mother, holding the 100 rupee note in his hand, Baba said to that young boy, "My dear son, this is not a 100 rupee note for me; this is a note worth millions and millions of rupees for me." A powerful reminder that in God's kingdom – a pure heart filled with love and compassion is more valuable than power, wealth, position and status!

### SCRIPTURE (*The Holy Bible*)

- "Godliness with contentment is great gain. For we brought nothing into the world, and we can take nothing out of it. (*Paul's advice to Timothy*)
- Do not wear yourself out to get rich; have the wisdom to show restraint. Cast but a glance at riches, and they are gone, for they will surely sprout wings and fly off to the sky like an eagle. *Prov.23: 4-5*

**STORY: *King Midas and the Golden Touch***

Once upon a time there lived a king named Midas who loved gold. King Midas had a daughter named Goldie, whom he loved with all his heart. But Midas often neglected his child, for he spent all his time admiring his treasure rooms and counting his gold.

"Father," Goldie would say, "Come outside with me and see the flowers blooming."

"No time," Midas would answer, idly patting her head. "Here, my child, this dazzling golden necklace will amuse you."

Goldie did not care for jewels or gold. She loved walking barefoot in her simple clothes over grassy fields. She loved the feel of the wind in her hair, roses and bird songs, the light in the sky at dusk and dawn, the scent of wood smoke and lilacs. She often walked alone, wishing that her father would join her and learn to love the world as she did.

One day as Midas sat in his treasure room counting his gold, a man appeared before him. He did not look like any ordinary man. He wore a leopard skin around his broad, bronzed shoulders and vines were twined around his head.

"Who are you?" Midas asked.

"I am Bacchus, god of wine and pleasure," the stranger said. "I have come to thank you for being kind to my old teacher, Silenus. The gods do not forget such kindness. I have come to grant you any wish you make."

"Ah yes," Midas said, for he remembered an old man who had appeared one night at the palace gates. Midas had given him food and shelter, and the old man had thanked him and promised he would be rewarded.

So a god had come to give thanks. Midas was thrilled. "Please be seated," Midas said, "and look at my beautiful coins."

Bacchus smiled weakly. "I prefer the way grapes glow when the sun shines down on them."

Midas laughed. "Grapes look best served on a golden platter," he said. "My only wish is for gold. I wish all that I touched would turn to gold."

"Your wish is granted," Bacchus said with a frown on his face, and disappeared as quickly as he had appeared.

Just then Midas heard the bell calling him to eat. He turned to leave the room, but as he touched the door, he gasped, for it had turned to gold. He touched his robe, and it too turned to gold. He looked down and saw that his leather sandals were pure gold.

He walked through the hallways, touching everything he passed. The columns turned to gold, as did the floor beneath his feet. By the time he reached the table, he was brimming with excitement.

"Goldie!" he cried. "I am the happiest man in the world."

"But Father," Goldie said, "your robe is stiff."

"Solid gold!" Midas cried. "The gods have granted me the golden touch!"

"Look at your chair, Father," Goldie said unhappily. Sure enough, it was gold. And his napkin turned to gold with his touch. "We are the luckiest people in all the world," he said, reaching for a piece of

bread. But to his horror, the bread had turned to gold.

"Oh no!" he cried. This was terrible indeed! He could not eat anything, for everything he touched turned to gold. Staring down at his golden plate, he wondered what to do.

"Oh Father, you will starve!" Goldie exclaimed. She ran to his side to comfort him.

"No! No!" he cried, but before he could stop her, she had thrown her arms around him, and now his precious daughter was hard and cold, a golden statue, no longer a child.

"Oh Bacchus," Midas cried. "Take this dreadful gift away. I want my child!" But Bacchus was far away by then. He did not hear the king's cry.

All that night the poor king wept, holding his daughter in his arms, wishing he could undo what he had done. "I will never be greedy again," he called to the gods. "Please send Bacchus to me. I will be different from now on."

At dawn Bacchus appeared. "Do you still love gold so much?" he asked the king.

"No! Take away my golden touch and give me back my child."

"Go to the river," Bacchus said. "Bathe yourself and you will be cured."

Midas ran like lightning to the river and dived into the water. As he did, small golden pellets floated past, but Midas no longer cared for these. He scrubbed and prayed to the gods, and before long his clothing became soft and white again, and his sandals turned to soft leather.

He ran back to the palace and clasped his daughter to him. A moment later she began to grow soft and warm.

"Oh Father," she said, as her lips began to move. "Father, I dreamed I could not speak or move. I dreamed that all the world was gold."

Midas held her close to him. "A terrible dream, my darling."

That night as Midas ate his dinner, he licked his lips. "Never have I tasted such wonderful food!"

When he unfolded his napkin, he smiled at Goldie and said, "and this linen is so beautiful." He took Goldie's hands in his. "And you, my child. You are more precious than gold."

"Will you walk in the woods with me tonight, Father?" Goldie asked.

"I will, of course!" the king said with delight.

That evening Goldie and King Midas walked into the woods, and he found more happiness there than he had ever known. Now Midas understood what real treasures were.

<http://www.uexpress.com/tell-me-a-story>

## **PRACTICAL TIPS TO AVOID WASTING MONEY**

- Consider each item you desire and ask if you "need" or "want" it.
- Sort through items in your house and give away things you rarely (or never) use.
- Do not buy items just because they are on sale.

- Develop and implement a monthly budget plan. Analyze each expected expense. Determine which ones are necessary and which are frivolous. Then finalize your budget for the month and stick to it.
- Keep track of impulses. Avoid impulse buying.
- Count your blessings. First and foremost, being grateful (not just for possessions, but also for the people, places and simple pleasures in life) is good for the soul. An attitude of gratitude is also a proven antidote to impulse purchasing because it creates a sense of abundance within the individual. When you are feeling full of gratitude, you are less likely to subconsciously try to fill emotional holes by treating yourself with gifts and accumulating more stuff.
- Buy good quality.
- Learn to share.
- Buy for the right reason.
- Save energy.
- Re-use, re-cycle, re-duce.
- Remember it is okay to buy nothing.

## WORKSHOP # 18 – CITIZENSHIP

### VALUE - NON-VIOLENCE

### SUB-VALUE- CITIZENSHIP

**OBJECTIVE:** Participants will increase their awareness of the roles and responsibilities of a good citizen.

### SILENT SITTING

Sit upright in a position that is most comfortable to you. Close your eyes and slowly, take a deep breath, counting up to four. Exhale slowly, counting up to eight. Repeat this process five times. Relax your body and feel the toxins leaving your body as you exhale...Enjoy the energy that comes with this breathing.

### CONVERSATION STARTERS

What does it mean to be a good citizen?

Are you a good citizen? Give reasons.

What is meant by citizenship?

Why is citizenship important?

In defining citizenship the facilitator bears in mind the following:

A good citizen is a productive, responsible, caring and contributing member of society. A good citizen is someone who respects others and their property. He/she is helpful and considerate, willing to put others first. He/she listens to the views of others and thinks about what they have to say. He/she helps people who are not in a position to help themselves. He/she respects the environment and does not damage it in anyway. He/she works hard. He/she is well mannered and pleasant. He/she is always willing to learn. These five values are important to good citizenship: honesty, compassion, respect, responsibility, and courage.

### QUESTIONS FOR DISCUSSION:

1. What are some civic responsibilities that go along with citizenship?
2. What will happen to our rights and privileges if we do not meet those responsibilities?
3. Is it important for citizens to voice their opinions and participate in the decision making process? Give reasons.
4. How does being a good citizen contribute to the welfare of the country?

5. \*What does good citizenship have to do with the “Golden Rule”?
  6. What are the benefits of good citizenship?
  7. How do you benefit from being a good citizen?
  8. What do you understand by the expression “being your brother’s keeper”? In what ways can you be your “brother’s keeper”?
  9. In what ways can you make a positive difference to your community?
  10. What role do you see yourself playing to contribute to the welfare of our country?
- \*Golden Rule: “Do unto others as you would have them do unto you.”

### QUOTATIONS FOR DISCUSSION

1. “When all of us work together, we become good citizens and our country becomes stronger.” *Donna Forest*
2. “Whatever makes men good Christians makes them good citizens.” *Daniel Webster*
3. Engage yourselves in service activity. Consider social service as service to God. This is the best way to earn God's Love. Love all and serve all. Your entire life will be sanctified thereby." *Sathya Sai Baba*
4. “Ask not what your country can do for you, ask what you can do for your country.” *John F. Kennedy*
5. “Every good citizen adds to the strength of a nation.” *G B Hinckley*
6. “No act of kindness, no matter how small, is ever wasted.” *From Aesop’s The Lion and the Mouse fable*
7. “Every deed performed, do it in My Name. Every person who passes near your path give them the sweetness of your smile. Give freely of the nectar of your cup of happiness, of kindness, of blissfulness. Give the warmth of your love. Extend your hand as I extend Mine to you.” *Sai Baba*.

### ACTIVITIES

1. Participants form themselves in groups of four or five. They are asked to make a list of **do’s** and **don’t’s** for good citizenship.
2. Role- play. Participants form themselves in groups of four or five. Ask them to think of a scenario and how a good citizen would respond and how a bad citizen would respond. Example: You are at the supermarket and someone drops their wallet. What do you do? Have the groups present their role-play.
3. Citizenship rap: Have the participants work in groups to come up with a citizenship rap. Each group performs their rap for the rest of the class. **Sample rap:** “We are good citizens, You know it’s true.  
We are good citizens in all that we do.  
We work hard and respect rules

In addition we pay all our dues.  
We listen, share and always care,  
We show good citizenship everywhere!”

4. The Citizen Chain: Cut strips of paper and pass out one to each participant. Have them each draw or write a good citizen action on their strip of paper. Staple the links together and form a "citizen chain" for display. Explain that in a community we are all connected and must work together to make it a great place to live.
5. Make a poster representing a good citizen.

### INSIGHTS:

What have you learnt about good citizenship? What are the roles and responsibilities of a good citizen?

### FOLLOW-UP AND LIFE APPLICATION

- Volunteer for community work.
- Identify a few things that need improving in your community? Together with your friends and neighbours in the community, work at bringing improvements.

### ADDITIONAL RESOURCES

#### Some useful definitions:

**Rights:** A right is something you are entitled to and deserve.

**Responsibilities:** A responsibility is something you are expected to take care of or do.

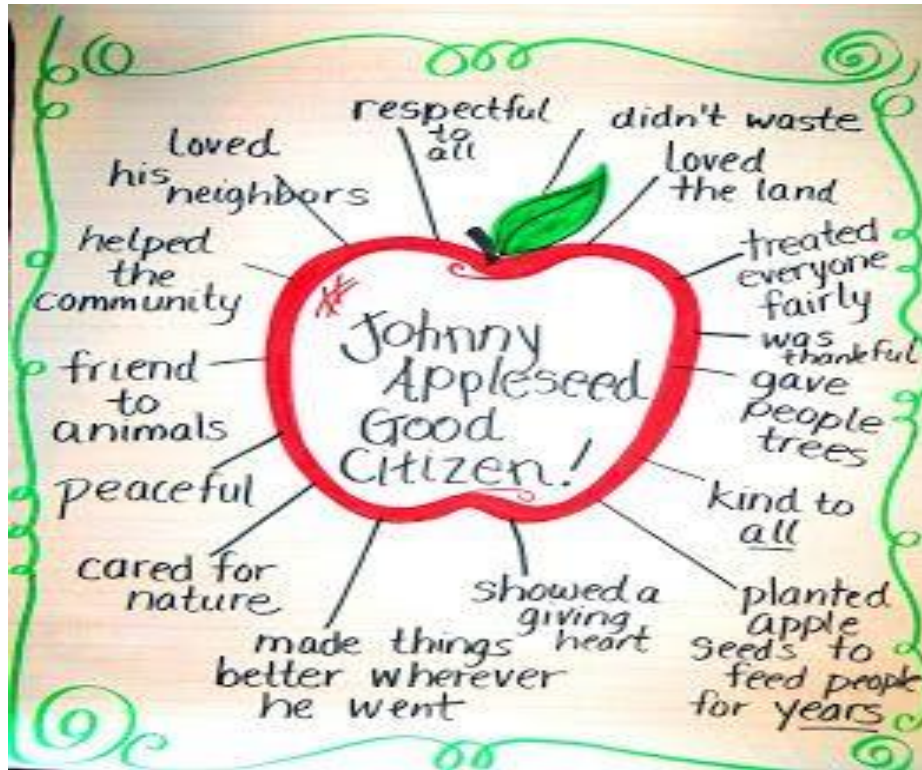
**Rules:** A rule is something everyone in a community should follow.

**Community:** A community is a group of people who live, work and play in the same place.

### FOR REFLECTION

Are you as good a citizen as John Appleseed?





<https://www.pinterest.com/source/firstgradewow.blogspot.com/>

## WORKSHOP # 19 - COOPERATION

### VALUE - NON-VIOLENCE

### SUB-VALUE - COOPERATION

**OBJECTIVE:** Participants will understand the importance of cooperation in working towards a common goal.

### SILENT SITTING:

Sit in a comfortable position.

For the next few moments, focus on calming your mind by focusing on your breathing. Allow your breathing to centre and relax you. Breathe in.... and out.

In..... out.....

In.... out.....

Continue to breathe slowly and peacefully as you allow the tension to start to leave your body. Release the areas of tension, feeling your muscles relax and become more comfortable with each breath.

Continue to let your breathing relax you....

Continue to breathe slowly, gently, comfortably.....

Let the rate of your breathing become gradually slower as your body relaxes.

### CONVERSATION STARTERS

What is cooperation?

Do you find cooperating easy? Give reasons.

The facilitator may touch on the following ideas in defining cooperation:

- a common effort
- working together for a common benefit
- team work
- form a common association
- to be compliant

Cooperation promotes a good working environment, a good play/social environment, encourages peace, and advances humanity.

In order to cooperate we must first tackle our own feelings of greed or jealousy, often accompanied by wanting to achieve something by ourselves.

Cooperation requires compromise, listening, sharing, encouraging, taking turns, and doing your

part.

### QUESTIONS FOR DISCUSSION

1. Would you describe yourself as a cooperative person?
2. What skills do you learn from cooperating?
3. Tell about a time when you were uncooperative and why. Was it the right thing? Give reasons.
4. What is fun about working in groups or teams?
5. What do you find frustrating about working in groups/teams?
6. What makes you feel like an important part of a group/team?
7. What is the difference between cooperating and just going along with the group?
8. When do you think it is okay to be uncooperative?
9. How does your family cooperate?
10. How does your community cooperate?
11. Brainstorm the benefits of cooperating.
12. Can you think of examples of cooperation in Nature? Explain.

### QUOTATIONS FOR DISCUSSION

1. "I love to hear a choir. I love the humanity, to see the faces of real people devoting themselves to a piece of music. I like the teamwork. It makes me feel optimistic about the human race when I see them cooperating like that." *Paul McCartney. Beatle*
2. "In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit." *Albert Schweitzer*
3. "It is probably not love that makes the world go around, but rather those mutually supportive alliances through which partners recognize their dependence on each other for the achievement of shared and private goals." *Fred A. Allen*
4. "No matter what accomplishments you make, somebody helped you." *Althea Gibson*
5. "The world basically and fundamentally is constituted on the basis of harmony. Everything works in co-operation with something else." *Preston Bradley*
6. "Willingness to compromise with others' ways of living and cooperation in common tasks, these make living happy and fruitful." *Sai Baba*
7. "Sticks in a bundle are unbreakable." *Kenyan Proverb*

### ACTIVITIES

1. Divide the participants into groups of 5-6.

Assign a creative ‘ problem- solving ‘ task to each group . Examples: Design a new sport, come up with a new dream vacation spot, design a new game.

Each group has a recorder. The recorder will keep track of when ‘cooperation’ takes place (write down short examples).

Allow 10-15 minutes for the groups to complete this task.

After the time is over each group presents their project to the class.

### **Reflection/discussion**

Have participants reflect on the activity as a group.

How did you approach this task?

How did cooperating make this project better?

Was there a time when you felt it was more difficult to cooperate? If so, how did your group get through it?

Is there anything that your group could have done differently?

### **Review and wrap up**

Ask the recorder from each group to share examples of cooperation that took place with their group.

2. Design a “how to cooperate poster”. Include as many cooperative behaviours as possible.

## **INSIGHTS**

What have you learnt about cooperation?

## **FOLLOW-UP AND LIFE APPLICATION**

Participants will cooperate better in all areas of their life (home, school, with friends, sports, hobbies etc.). Record your efforts in a journal.

## **ADDITIONAL RESOURCE**

### **PARABLE FOR REFLECTION - *In Heaven We Feed Each Other***

There is an ancient Chinese parable about an old man who knew he would die soon. He wanted to know what Heaven and Hell were like. He visited a wise man in his village to ask "Can you tell me what Heaven and Hell are like?"

The wise man led him down a strange path, deep into the countryside. Finally they came upon a large house with many rooms and went inside. Inside they found lots of people and many enormous tables with an incredible array of food. Then the old man noticed a strange thing, the people, all thin and hungry were holding chopsticks 12 feet long. They tried to feed themselves, but of course could not get the food to their mouths with such long chopsticks. The old man then said to the wise man "Now I know what Hell looks like, will you please show me what Heaven looks

like?"

The wise man led him down the same path a little further until they came upon another large house similar to the first. They went inside and saw many people well fed and happy, they too had chopsticks 12 feet long. This puzzled the old man and he asked, "I see all of these people have 12 feet chopsticks too, yet they are well fed and happy, please explain this to me. The wise man replied, "In Heaven we feed each other."

*<http://www.wisdomcommons.org/virtue/28-cooperation/parables>*

## WORKSHOP # 20 - GOOD MANNERS

### VALUE- NON-VIOLENCE

### SUB-VALUE - GOOD MANNERS

**OBJECTIVE:** Participants will deepen their understanding of the importance of being polite/showing good manners in every situation: at home, at school, at work, and in other social situations.

### SILENT SITTING

Sit in a comfortable position with your backs straight...close your eyes. Take a few deep breaths in and then out...Feel relaxed...Be thankful for this beautiful day which is God's gift to you. You will do the best that you can... and be your best self. It's a day when you will be thankful for every blessing... every kindness shown...and you will be kind in return... You will be respectful and polite to every person who comes your way....family...friends...co-workers...strangers... for they all help you to realize who you are... Slowly open your eyes.

### CONVERSATION STARTERS

When someone says, "You have good manners," what is meant?

When someone says, "You have bad manners," what is meant?

Do you consider yourself well-mannered/polite? Explain why.

The facilitator will point out that politeness/good manners show respect and consideration for the people around us. We can show kindness and respect for other people's feelings by speaking and acting politely. Having good manners requires thinking about other people, instead of just thinking about ourselves. Other people feel comfortable and happy to be around us when we are polite and treat them with respect.

Manners and respect are inseparable.

### STORY- *The Man with Bad Manners*

Once upon a time, many, many years ago, when birds flew upside-down, there was a village. Everyone who had a house in the village also had a field. And in their fields they grew potatoes and carrots and cabbages and all kinds of other crops. Now, all the people who lived in the village were very courteous and well behaved, except for one man who had very bad manners.

Whenever anybody said good morning to the man with bad manners, he would say, " Blah, blah,

blah.”

And when anybody said good evening to him, he would say, “Blee, blee, blee.” The people would become annoyed when he did this, and they would say, “Why do you have such bad manners?” But he would just say, “Blah, blah, blah” Except, of course, when he said, “Blee, blee, blee.”

For a long time, the people weren’t too bothered by the man’s behaviour. They knew good manners from bad manners, and most of the time they didn’t take much notice of the man with bad manners. But one day he got worse. He began to go out at night and stand outside different houses, and he would beat tin cans and make terrible noises: “Bang! Bang! Bang!” This would wake the people up, and they would lean out of their windows and say, “Why are you making such a racket?”

But he would just beat the cans harder: Bang! Bang! Bang! Bang! Bang! Bang! Bing! Bang!  
The people simply didn’t know what to do with him.

Now, one day, the man with the bad manners went to stay with some friends in another village. The people were so glad he was going away that they all gathered to watch him walk out of town. Among those watching was a very clever boy. As soon as the man was out of sight, the clever boy stood on a box and called all the people to come together. And when the people had gathered, the clever boy said, “I want to talk to you about the man with bad manners.”

Everyone spoke at once: “He’s gone! Thank goodness! Yes, he’s gone! What a relief! Why should we talk about him?”

The Clever Boy said, “But he’s going to come back!”

The Old Woman said, “You’re right. He’s going to come back, and then he will just annoy us all over again!”

An Old Man said, “Yes, indeed.”

The People of the Village said. “What can we do?”

The Clever Boy said, “I have an idea. I’ve thought of a way to make him change his ways.”

The People of the Village said, “Tell us quickly!”

The Clever Boy said, “Well, the man has a field, and in his field he is growing potatoes. While he’s away, we’ll take the potatoes out and put carrots in their place. Then when he comes back, we can pretend that it isn’t his field and that this isn’t even his village.”

The Old Woman said, “What about his house? He’ll go to his house, and he’ll know that this is his village because he’ll see his house right there.”

The Clever Boy said, “His house is red. We’ll paint it green so he’ll think it’s some other house.”

The Old Woman said, “What if he goes inside?”

The Clever Boy said, “I’ve thought of that, too. We’ll paint the walls a different colour, and we’ll paint the furniture a different colour, and then we’ll rearrange it. He’s sure to think then that it’s somebody else’s house.”

Several of the People of the Village said, "What good will that do?"

The Clever Boy said, "Well, he'll either go away or he'll change his ways."

The Old Woman said, "You know, it may just work!"

And so the people got together and worked very hard. They dug up all the man's potatoes and put carrots in the ground in their place. They painted the walls outside his house. They painted the walls inside his house. They painted all the furniture. And they rearranged everything so that it all looked quite different. Not long afterwards, the man with the bad manners came back. As he walked into the village, he said, "Blah, blah, blah and blee, blee, blee" to everyone he saw, and he hit tin cans just as loudly as ever.

Bang! Bang! Bang!

The people gathered around him.

The Clever Boy said, "Hello there! Who are you?"

The Man with Bad Manners (while banging on a can) said, "You know who I am."

The People of the Village said, "Oh, no, we don't!"

The Man with Bad Manners (pointing to his field) said, "Yes, you do! This is my potato field."

The Clever Boy (pulling a carrot out of the ground) said, "But there are carrots in this field. This can't be your field."

The Man with Bad Manners replied, "But my house is right over there!"

The Clever Boy asked, "What colour is your house?"

The Man with Bad Manners said, "You know perfectly well that my house is red."

The Clever Boy said, "But this house is green."

The Man with Bad Manners (looking carefully at his house) replied, "Good heavens! That house is green." And then he ran over to the window and looked inside and saw that everything was quite unfamiliar.

The Man with Bad Manners (scratching his head) said, "Dear me! Maybe I don't come from this village after all."

He looked around at all the villagers, and then looked down at the ground, and all of a sudden, he became very sad. The Man with Bad Manners said, "But, if I don't come from this village, where do I come from?"

The Clever Boy said, "It's a secret, but we can tell you the secret only on one condition. You must promise to use good manners and speak courteously and behave properly from now on. If you promise that, we'll tell you the secret."

The Man with Bad Manners said, "I promise! I promise! Please tell me!"

All the People of the Village replied, "We painted your house on the outside. We put carrots in your field. We painted it on the inside. We painted all your furniture. And, then, we rearranged it."

The Clever Boy added, "We did it all to teach you a lesson. But now that you have promised to behave yourself, we'll change everything back, and we can all live happily ever after."

So, the Man with Bad Manners promised again to change his ways. He promised, and he promised,



and he promised. And then the people changed everything back for him. From then on, when anyone said, “Good morning” to the man, he replied cheerily, “Good morning to you!” And when anyone said, “Good evening to the man, he replied courteously, “Good evening to you!” And he never banged another can...ever. And, so, indeed, everyone did live happily ever after.

### **Idries Shah (A Tale from Afghanistan)**

*From Hoopoe Books an imprint of The Institute for the Study of Human Knowledge (ISHK), (an educational 501c(3) non-profit organization.*

## **QUESTIONS FOR DISCUSSION**

1. What is the message of the story?
2. What can we do to help someone understand that he/she is making us upset by his/her bad manners?
3. Would you be friends with the Man with Bad Manners? Give reasons.
4. Apart from telling someone directly, can you think of other ways you could help someone realize that he/she is being selfish or behaving badly?
5. Brainstorm what would be good manners (a) in the classroom (b) at home (c) in the workplace (d) in a social gathering?
6. How does having bad manners impact the workplace?
7. Who is the most well-mannered person you know? Why do you think so?
8. What are some table manners you could teach to the Man with Bad Manners?
9. Why is it important to be polite/well-mannered?
10. How do you feel when someone is rude to you?
11. How would the practice of good manners benefit your character?

## **QUOTATIONS FOR DISCUSSION**

1. “The sign of a person who has had an education is good manners.”
2. “Good manners are the hallmark of a true man.” *Sai Baba*
3. “Manners maketh man.” *English Proverb*
4. “A man’s manners are a mirror in which he shows his portrait.” *Goethe*
5. “Then [good manners] must be inspired by the good heart. There is no beautifier of complexion, or form, or behaviour, like the wish to scatter joy and not pain around us.”  
*Ralph Waldo Emerson*
6. “Whoever one is, and wherever one is, one is always in the wrong if one is rude.”  
*Maurice Baring*
7. “Good manners are just a way of showing other people that we have respect for them.”  
*Bill Kelly*
8. “Treat everyone with politeness, even those who are rude to you — not because they are nice, but because you are.” *Author Unknown*

## ACTIVITIES

1. Read this list of poor manners. Think of the polite way to handle each situation, and then write your answer in the blank space.

Pushing ahead of others/Jumping the line

---

Demanding your own way

---

Interrupting others who are speaking

---

2. Participants role-play good speaking manners on the telephone.
3. In groups of 5-6, participants create a list of good email manners.
4. Participants brainstorm a list of polite words/expressions.
5. Role-play a scenario in which a store attendant is very rude to a customer. Role-play the same scenario in which the store attendant is now polite. Discuss the difference between both and why the polite way is the right way.

## INSIGHTS

What have you learnt about why it is important to practise good manners?

## FOLLOW-UP AND LIFE APPLICATION

1. It is easy to recognise when people are rude or inconsiderate but often more difficult to recognise these traits in yourself. Think carefully about the impressions you leave on others and how you can easily avoid being considered ill-mannered.
2. Identify bad manners that you need to improve on. Note your progress in a journal.
3. Always use 'please' and 'thank you'. Make sure you thank people for their input or contribution and always include 'please' when asking for something. If somebody offers you something use, 'Yes please' or 'No thank you'.
4. Use appropriate language – be respectful of gender, race, religion, political viewpoints and other potentially controversial or difficult subjects. Do not make derogatory or potentially inflammatory comments.
5. Respect and be prepared to listen to the ideas and opinions of others.
6. Be punctual. If you have arranged to meet somebody at a certain time make sure you

are on time, or even a few minutes early. If you are going to be late let the other person/people know as far in advance as you can. Do not rely on feeble or exaggerated excuses to explain lateness. Respect other people's time and do not waste it.

7. Always practise good table manners. When eating around others avoid foods with strong odours, do not talk with your mouth full or chew with your mouth open, and eat quietly.

**NB:** Good manners cost nothing but can make a big difference to how other people feel about you, or the organisation you are representing. When you are polite and show good manners others are more likely to be polite and courteous in return.

## WORKSHOP # 21- VOLUNTEERISM

### VALUE - NON-VIOLENCE

### SUB-VALUE - VOLUNTEERISM

**OBJECTIVE:** Participants will understand the importance of service to others and consider how they can use their interests, skills and time to volunteer in their communities.

### SILENT SITTING

Sit in a comfortable position.

For the next few moments, focus on calming your mind by focusing on your breathing. Allow your breathing to centre and relax you. Breathe in.... and out.

In..... out.....

In... out.....

Continue to breathe slowly and peacefully as you allow the tension to start to leave your body. Release the areas of tension, feeling your muscles relax and become more comfortable with each breath.

Continue to let your breathing relax you....

Continue to breathe slowly, gently, comfortably.....

Let the rate of your breathing become gradually slower as your body relaxes.

### CONVERSATION STARTERS

What is volunteerism?

Participants share volunteer experiences of their own.

Why did you choose to volunteer?

What benefits did it bring to others/the community?

Video clips of people volunteering can be used to create interest.

### QUESTIONS FOR DISCUSSION

1. What volunteer organisations do you know of in (a) your community (b) Trinidad and Tobago (c) internationally?
2. How have you benefitted from the volunteer efforts of others?
3. How do you feel about the service these volunteers perform?
4. How has it benefitted your community?
5. What factors would you need to consider in offering to volunteer for an activity?

6. In what areas can you volunteer in your community?
7. What factors motivate persons to volunteer?
8. Do you think that community service is an important aspect of being a good citizen? Explain.
9. What does volunteerism have to do with the Golden Rule?
10. What does volunteerism have to do with character?

## QUOTATIONS FOR DISCUSSION

1. "Service brings out all that is great in man. It broadens the heart and widens one's vision. It fills one with joy. It promotes unity. It must be regarded as a great spiritual discipline. You are born to serve, not to dominate. Everyone in the world is a servant and not a master...It is only when man is filled with the spirit of service that his divine nature is recalled. He then experiences the peace that passeth understanding." *Sai Baba*
2. "In this troubled world, it's refreshing to find someone who still has the time to be kind. Someone who still has the faith to believe that the more you give, the more you receive. Someone who's ready by thought, word, or deed to reach out a hand, in the hour of need." *Helen Steiner Rice*
3. "I am of the opinion that my life belongs to the community, and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live. Life is no 'brief candle' to me. It is a sort of splendid torch which I have got hold of for a moment, and I want to make it burn as brightly as possible before handing it on to future generations." *George Bernard Shaw*
4. "Love cannot remain by itself -- it has no meaning. Love has to be put into action, and that action is service." *Mother Teresa*
5. "I shall pass through this world but once. Any good thing therefore that I can do, or any kindness that I can show to any human being, let me do it now. Let me not defer it or neglect it, for I shall not pass this way again." *Etienne de Grellet*

## ACTIVITIES

1. Each participant writes an acrostic poem about the meaning and importance of volunteering. They write the word VOLUNTEER vertically on their paper. Then, they write a word, phrase, or sentence that begins with each letter of the word.
2. Read the following paragraph and identify the benefits of volunteerism according to research findings:

Volunteering is good for you. Recent research states that doing good deeds for others improves your mental health and increases your longevity. Volunteers experience lower rates of depression, an increased feeling of well-being, and a 22 per cent reduction in the chances of dying

in the next seven years. Researchers suggest three reasons why volunteering may be beneficial. First, it involves physical activity; second, the social connections we make help to reduce our stress; and third, it gives us a deep sense of happiness.

## INSIGHTS

What insights have you gained about volunteerism? Why do you consider it a worthwhile activity?

## FOLLOW-UP AND LIFE APPLICATION

1. Create and carry out your own service project. Efforts might include painting a neighbour's fence, babysitting, giving help with homework, helping in a senior citizens' home or going grocery shopping for someone who is elderly or ill.
2. Work with a group of volunteers to clean up your neighbourhood, a beach or river bank.
3. Look around your school and identify something that needs doing. Organize a group volunteer project to get it done.
4. Do at least three hours of volunteer work per week.

## ADDITIONAL RESOURCES

### Messages

1. Service should not be done in a spirit of condescension or to achieve some ulterior selfish objective. Not recognising the sacredness and purifying power of service, people hesitate to embark on social service. It should not be imagined that one is promoting the well-being of the nation by one's service. One should realise that he is bettering himself by rendering service. Service should proceed from an awareness of what one owes to society. One's name and fame, all the comforts one enjoys, are derived from society. One finds fulfilment in society. That being the case, if one does not serve society, whom else can he serve? Sheer gratitude demands that one should serve society which is the source of all benefits enjoyed by man. Men without gratitude are worse than wild animals. What is required for service is not money and materials. A loving heart is the first requisite. *Sai Baba (ssspeaks/volume21)*.
2. Service brings human beings closer to each other and promotes affection and friendship. Without this feeling of friendship and love towards one's fellowmen, one cannot attain intimacy with the Lord. *Sai Baba. (Summer Showers in Brindavan .1979.ch 2)*

## EDUCATION IN HUMAN VALUES GUIDED VISUALISATION ON UNIVERSAL LIGHT

Sit in a comfortable position with your backs straight. Take a few deep breaths... Focus on the light in front of you for a few minutes...Gently close your eyes.

Imagine that there is a light in front of you. Using your imagination bring this light to the forehead and into the head. Let the head be filled with light. Then think... whenever there is light darkness cannot be present. I will only think good and peaceful thoughts. Expand the light to the heart and imagine that there is a flower bud there. When the light reaches the flower bud, see it is opening into a beautiful flower. Feel it opening.

See... it is full of love, peace and joy.

Let the light expand down the two arms to the hands. Let these hands be filled with light. Think...let me do only good, kind and helpful things.

Now the light expands through the body and down the legs to the feet.

Think... may my feet take me places where I'll be safe and in good company.

Be aware of the light in the head and in the mouth and in the tongue.

Think... may I always speak truth and only what is kind, and only what is useful and necessary.

Slowly expand the light to the ears. Let the ears be filled with light and think... let me only hear good things.

Expand the light to the eyes and let your two eyes be filled with light.

Think... let me see good in all things. May I see beauty and harmony in all things around me.

Be aware of the light in the head.

Imagine that light and love radiating from the top of your head to surround your mother or father or whoever looks after you. They are now full of light. Think... may my mother and father be filled with peace.

Now expand the light to your teachers and send it out to your relatives and friends, to the people you like, to someone you may have a problem with. Let it expand out to all the people in the world... to all beings- people, animals, birds, fish, to all trees and plants everywhere, to the rocks and to the planet itself...Think...may the world be filled with light. May the world be filled with love, peace and happiness.

Then let the light expand to every corner of the universe. Think... I am in the light...the light is in

me.

I **am** the light. (PAUSE)

Now allow the light to flow back down through the top of your head back down into your heart. This light will stay with you all day.

Let this light radiate out from your heart to fill your entire being.

Let it radiate out from you to everyone you meet throughout the day.

Now bring your attention gently back to the room. Open your eyes and stretch and smile at the person next to you.

*Transcribed from <https://www.youtube.com/watch?v=lqm7P755ecc>*

## UNIVERSAL PRAYER

Oh Lord, take my love and let it flow in fullness of devotion to Thee,

Oh Lord, take my hands and let them work incessantly for Thee,

Oh Lord, take my soul and let it be merged in one with Thee,

Oh Lord, take my mind and thoughts and let them be in tune with Thee,

Oh Lord, take my everything and let me be an instrument to work for Thee.