

Education in Human Values

Copyright © Sai Institute of Education West Indies (2004)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission in writing of the publishers, The EHV Society of Trinidad and Tobago.

ISBN: 978-976-8255-97-6

First Published, 1990

West Indian Edition (Revised and Enlarged) 1992

West Indian Edition (Revised and Enlarged) 1996

West Indian Edition (Revised and Reprinted) 2020 (SIEWI)

Published in Trinidad and Tobago

FOREWORD

Education is being increasingly recognized today as one of the most effective means of transforming one's character, the immediate society and the wider world. This implies that the school has a most important role to play in bringing about that transformation.

The Education in Human Values Programme has been developed to enable the school to achieve such a worthwhile objective. It presents a sound, systematic approach to the teaching of human values, employing three teaching approaches and five special teaching techniques.

This Programme with appropriate modifications is being implemented in schools in the United Kingdom and United States and in many eastern countries with a considerable measure of success. The results of pilot projects have been encouraging and confirm the efficacy of the teaching techniques and curriculum of the programme.

This book, which is intended as a guide for teachers in the systematic teaching of human values, is divided into two parts. Part One attempts to provide the teacher with an understanding of the Education in Human Values (EHV) Programme, its underlying philosophy, course content, teaching approaches and techniques and evaluation procedures. Part Two consists of thirty lesson plans, six on each of the five basic human values: Truth, Right Action, Peace, Love and Non- Violence. These lessons fit into several areas of the school curriculum, particularly Social Studies, so that EHV does not necessarily become another subject on the curriculum.

It is important to stress that Part One should be studied carefully before any attempt is made to teach the lessons suggested in Part Two, since Part One provides the teacher with the theoretical base for his practice.

This book is essentially suggestive and calls upon the knowledge and creativity of the teacher to develop many more lessons in values along similar lines.

I wish to acknowledge with gratitude the contributions of the following persons to the production of this work:

Mrs. Kunti Mathura B.A., Dip Ed.
Mr. Randhir B. Maharaj BSc. Econ., M.B.A.
Mrs. Malleen Mahadeo Teacher I
Mrs. Draupatie Maharaj B.A.
Mrs. M. Gangapersad Teacher I
Miss V. Ramsumair A.C.P., L.C.P. Teacher I

The Publishers of this work, the Education in Human Values Society of Trinidad and Tobago, hope that the book will fill a fundamental need and prove to be of assistance to the teachers who dedicate themselves to the task of teaching human values in our schools.

22-24 St Vincent Street,
Port of Spain, Trinidad.
June, 1987.

Tajmool Hosein T.C., S.C.
Chairman,
EHV Society.

INTRODUCTORY NOTE TO THE REVISED WEST INDIAN EDITION (1996)

The 'Education in Human Values- Teachers' Handbook' was first published in June 1987. The publication was enlarged in 1992 to accommodate Parts three and four.

The purpose of the two new sections included in the Volume published in 1992 is to introduce our children to the lives of some of our great West Indian sons and daughters and to highlight their sterling qualities and the values they demonstrated in their lives. It is hoped that our children will be inspired by their example and achievements and the contribution they have made to the development of a West Indian consciousness. At a time when Caribbean integration is being discussed by our West Indian political leaders, the inclusion of this biographical material will also serve the important purpose of broadening the vision of the children and reinforcing the concepts of 'brotherhood' and 'national awareness' which are two of the critical values espoused by the Sathya Sai Education in Human Values Programme.

This revised and enlarged edition (1996) contains twenty new lesson plans in Part 5. Several of the lessons in this section are based on material from the texts and cultures of the world's great religions. This serves to underscore the basic unity underlying religious diversity and the concept of 'brotherhood'. It recognizes, too, the fundamental goal of education as character development, thereby preparing children to fulfil the purpose of their lives on this planet.

This programme has been modified to accommodate a short prayer should the teacher wish to use this at times instead of a quotation. The prayer used could be universal in nature or it may be in keeping with the religious denomination of the particular school.

It must be emphasized that teachers are free to prepare their own lesson plans, using any appropriate stories from the culture or the religions of the children concerned.

It is hoped that teachers will find this book very useful resource material for the teaching of values, since it provides them with eight-six complete lesson plans on a wide range of sub-values.

We take this opportunity to acknowledge with thanks the kind permission granted by the Sathya Sai Education in Human Values Foundation of the United States of America for use of the stories in lessons three, seven, nine and twenty of this publication.

39 Richmond Street,
Port of Spain,
Trinidad,
West Indies.
May 1996
Tajmool Hosein T.C,Q.C

Kunti Mathura B.A. (Gen.),Dip.Ed.,M.A. (Education)

ACKNOWLEDGMENTS

The Education in Human Values Society wishes to acknowledge the use of copyright material from the following sources :

Brimax Books for 'Mercury and the Woodman' from Timeless Fables (1981) by Lucy Kincaid.

Brimax Books for 'The Three Wishes' from Seven Sleepy - Time Tales' (1977).

The Education in Human Values Society of the United Kingdom for the extracts: 'Richard Hill,' 'Marie and Pierre Curie' and 'Dr. James Aggrey ' from The Education in Human Values Manual, Conference Issue, March 1985.

Robert Gibson and Sons (Glasgow) Limited for 'The Story of a River' by Angus Maciver from 'First Aid in English' - Book B (1983).

Rillo Print for 'We Are the Elves' and ' The Little Scarlet Ibis ' by Dorothy Jolly from 'In Nature's Way' (1974).

Caribbean Children's Press for 'Ayesha Rescues A Bird 'and 'Arthur Andrew Cipriani 'by Frank Porter from 'Trinidad and Tobago Republic Readers'- Books 1 and 3 (1981).

William Collins Sons and Co. Ltd. for 'The Selfish Giant' by Oscar Wilde in 'A Hilda Boswell Little Treasury' (1980).

University Society Incorporated for 'St Francis of Assisi' by Rhoda Power in 'The Bookshelf for Boys and Girls'- Vol. 9 – Heroes and Heroines (1981)

Hamish Hamilton for extracts from 'Mother Teresa' by Mary Craig (1983).

Pat Modeste for the poem 'House Cleaning'.

Key Caribbean Publications Ltd. for 'The Lights of Divali' from 'The Lights of Divali and Other Stories' by Undine Giuseppe (1975).

Sri Sathya Sai Books and Publications Trust for ' Dear Friends', 'Pass it on ', 'From You I Received', 'I Am a Circle', 'I Respect the Things You Say', ' I Will Do What is Right', 'If You Think You're Beaten', 'Love is the Only Power', 'Love the Good You See in All', 'Sharing is Caring', 'Some People Eat With A Fork, Knife and Spoon', 'What is the Meaning of Integrity?' from Song Book – International Edition.

Sri Sathya Sai Books and Publications Trust for 'Goodbye', 'Try, Try Again' and 'You're Just as Good' from Education in Human Values- International Edition.

Crossroads Christian Communications Inc. for 'Confidence '(1978)'Try a Little Kindness' (1969) and 'A Little Bit More' (1980) from Circle Square Songs.

The American Sathya Sai Education in Human Values Committee for use of material from Sathya Sai Education in Human Values (1985).

Longman Caribbean Ltd. for the extract on 'Marcus Garvey' from New World English Bk. 2 by Dennis Craig and Grace W. Gordon (1981); and extracts on 'Phillip Sherlock' and 'Mary Seacole', 'Grantley Adams', 'Phillip Irvin Boyd', 'Hilda Gibbs-Bynoe', 'Arthur Lewis', 'Frank Worrell' from 'Great West Indians' by Therese Mills (1973).

Thomas Nelson and Sons Ltd. for 'The Golden Table' from Nelson's 'New West Indian Readers' Bk 1 by Undine Giuseppi (1976); 'The Bell of Atri' and 'Nature' by H.D. Carberry from Nelson's 'New West Indian Readers' Bk 3 by Gordon Bell (1984) and 'My Dog' by Emily Lewis from Ambakaila by Cecil Gray (1976) and 'Samuel Jackson Prescod' from Nelson's 'New West Indian Readers' by U.Giuseppi.

The Gleaner (Saturday May 21, 1988) for article on 'Aggie Bernard: Heroine of the 1938 Labour Upheavals', and Mrs. Jackie Ranston of Kingston, Jamaica, for contributing three of the biographies in Part Three.

Nelson Caribbean for 'The Snare' and 'Kindness to Animals' from 'Growing with Language' Book 1 by Roy and Clifford Narinesingh.

Francisco Slinger (The Mighty Sparrow) for 'Education'.

Celine Bernard for 'Dame Nlta Barrow' (Jan – Feb 1986); and John Wickham of Barbados for material on the life and career of Dame Nlta Barrow.

Every effort has been made to trace all copyright holders but if any have been inadvertently overlooked the publishers will be pleased to rectify this at the first opportunity.

The Sai Institute of Education West Indies acknowledges with gratitude the service rendered by Mr Ramnarine Ramdass of Taxation Accounting and Computer Services (TACS Ltd) in undertaking the task of typing this edition (2020).

PUBLISHERS' NOTE TO REPRINTED/ELECTRONIC EDITION (2020)

The Publishers of the reprinted edition, the Sai Institute of Education West Indies SIEWI (2004), have seen the need to do a re-print based on the overwhelming response of principals and teachers to its usefulness as a resource in nurturing positive values in the young.

Many principals and teachers who gave feedback were “young teachers” as they said, when the first edition was published in 1987, and had attended workshops that were organized by the Education in Human Values Society of Trinidad and Tobago (1987) in collaboration with the Ministry of Education. These workshops were held in all eight education districts of Trinidad and Tobago, and many copies of the book were given free of charge to teachers. Educators have attested to it as being a “priceless resource”; “a real treasure”, “it was a guide book for young teachers”; “a book that helped us through Teachers’ College”; “we still use this book in morning worship at our school.”

Three subsequent editions were done, making it a West Indian resource for schools in the Region. In 1990 Part Three was added to accommodate Jamaica, followed by Part Four in 1992 for Barbados and other territories, including Guyana. The purpose was to introduce our children to the lives of some of our great West Indian sons and daughters and to highlight their sterling qualities and some of the values they demonstrated in their lives. Part Five was added in 1996. Several of the lessons in Part Five are based on material from the texts and cultures of the world’s great religions, and serve to underscore the importance of unity in diversity and brotherhood, values central to the Sathya Sai Education in Human Values Program.

The need for values education could not be greater than at this point in time. It holds the answer to more peaceful communities and a better world. The Publishers are happy to make this resource available once more. It comprises eighty-six fully prepared lesson plans on a host of sub-values of the five basic human values. The lessons are based on the “direct approach” of the Education in Human Values Program. This edition will be available electronically and will have wider reach so that millions may benefit from its very precious message. The Publishers are certain that all users will find it an invaluable resource in nurturing positive values.

Kunti Mathura

Director, Sai Institute of Education West Indies (SIEWI)

August 2020

TABLE OF CONTENTS

PART ONE

Chapter 1	(i) An Introduction to the Education in Human Values (E.H.V.) Programme	1
	(ii) Its Objectives	3
Chapter 2	The Unique Quality of E.H.V.	
	(i) The Five Aspects of the Human Personality	4
	(ii) The Five Human Values	5
Chapter 3	Course Content and Teaching Techniques	
	(i) Sub-Values	9
	(ii) Three Teaching Approaches	12
	(iii) Five Teaching Techniques	14
	(iv) Format of Lesson Plan	17
	(v) Explanatory Notes on The Lesson Plans	18
	(vi) Making Stories Come Alive	22
Chapter 4	Evaluation	23
Chapter 5	The Teacher as Exemplar	25
Chapter 6	Child Development	27
Chapter 7	Questions , Answers and Suggestions	30
Chapter 8	Presenting E.H.V. to School, Home and the Community	33

PART TWO

Chapter 9	UNIT 1- TRUTH	
	What They Say About Truth	37
	Lesson 1 – Curiosity	38
	Lesson 2 - Integrity	42
	Lesson 3 - Honesty	46
	Lesson 4 - Truthfulness	50
	Lesson 5 – Quest for Knowledge	54
	Lesson 6 – Spirit of Inquiry	58
	Attitude Rating	63

UNIT 2 – RIGHT ACTION

Chapter 10

What They Say About Right Action	64
Lesson 1 - Duty	65
Lesson 2 - Sacrifice	69
Lesson 3 - Perseverance	73
Lesson 4 - Contentment	77
Lesson 5 – Good Behaviour	83
Lesson 6 – Self Confidence	87
Attitude Rating	91

Chapter 11 **UNIT 3 - PEACE**

What They Say About Peace	93
Lesson 1 – Happiness	95
Lesson 2 – Honesty	99
Lesson 3 – Patience	104
Lesson 4 – Discipline	109
Lesson 5 – Optimism	113
Lesson 6 – Self Control	117
Attitude Rating	121

Chapter 12 **UNIT 4 - LOVE**

What They Say About Love	122
Lesson 1 – Kindness to Animals	123
Lesson 2 – Friendship	127
Lesson 3 – Sharing	130
Lesson 4 – Caring/ Helping/ Service to Others	134
Lesson 5 - Devotion	140
Lesson 6 – Kindness	145
Attitude Rating	148

UNIT 5 – NON- VIOLENCE

Chapter 13

What They Say About Non-violence	149
Lesson 1 – Patriotism	151
Lesson 2 – Unity	155
Lesson 3 – Brotherhood	159
Lesson 4 – Appreciation of Other Cultures	164
Lesson 5 – Racial Harmony	171
Lesson 6 – Compassion	176
Attitude Rating	180

PART THREE

Lesson 1 – Honesty (Truth)	182
Lesson 2 – Quest for Knowledge (Truth)	187
Lesson 3 – Gratitude (Right Action)	191
Lesson 4 – Justice (Right Action)	194
Lesson 5 – Leadership (Right Action)	199
Lesson 6 – Goals/Perseverance (Right Action)	203
Lesson 7 – Courage (Right Action)	208
Lesson 8 – Sacrifice/ Concern for Others /Service to Country (Right Action)	212
Lesson 9 – Contentment (Peace)	216
Lesson 10 – Endurance (Peace)	220
Lesson 11 – Happiness (Peace)	223
Lesson 12 – Love for animals (Love)	228
Lesson 13 – Humanism (Love)	231
Lesson 14 – Caring/ Compassion (Love)	234
Lesson 15 – Appreciation of Natural Environment (Non- Violence)	238

PART FOUR

Lesson 1 – Healthy Living (Right Action)	242
Lesson 2 – Sacrifice (Right Action)	246
Lesson 3 – Determination (Right Action)	250
Lesson 4 – Gratitude (Right Action)	254
Lesson 5 – Leadership – Sport (Right Action)	257
Lesson 6 – Achievement – Educational (Right Action)	263
Lesson 7 – Self- Control (Peace)	268
Lesson 8 – Contentment (Peace)	271
Lesson 9 – Patience (Peace)	274
Lesson 10 – Reflection (Peace)	278
Lesson 11 – Kindness (Love)	281
Lesson 12 – Faithfulness/Loyalty (Love)	284
Lesson 13 – Generosity (Love)	288
Lesson 14 – Thoughtfulness/Caring (Love)	291
Lesson 15 – Tolerance (Love)	295
Lesson 16 – Kindness to Animals (Non-Violence)	299
Lesson 17 – Service to Others (Non-Violence)	302
Lesson 18 – Social Justice (Non-Violence)	306
Lesson 19 – Co-operation (Non-Violence)	311
Lesson 20 – Equality (Non-Violence)	316
Lesson 21 – Service (Non-Violence)	322
E.H.V. Service Projects	328
Bibliography	330

“If there is righteousness in the heart, there will be beauty in character.

If there is beauty in character, there will be harmony in the home.

When there is harmony in the home, there will be order in the nation.

When there is order in the nation, there will be peace in the world.”

Sathya Sai Baba

QUOTATIONS ON EDUCATION by SATHYA SAI BABA

1. ‘Education is not acquisition of burdensome information regarding objects and men. It is the awareness of the immortal spirit within, which is the spring of joy, peace and courage.’
2. ‘Character is the most precious gift of education.’
3. ‘Education should serve to enlarge the vision and broaden the outlook of people.’
4. ‘The end of knowledge is wisdom
The end of culture is perfection
The end of wisdom is freedom
The end of education is character.’
5. ‘Education is not for mere living; it is for life, a fuller life, a more meaningful, a more worthwhile life.’
6. ‘Education must include the education of the mind of man, of his impulses to hate, to hoard, to fight, to defame... It is not merely the acquisition of information about the laws of Nature. It is the process by which Man makes the best of his own inner equipment.’

QUOTATIONS ON TEACHERS by SATHYA SAI BABA

7. ‘You can teach love to students only through love.’
8. ‘The teacher has the greatest share in moulding the future of the country. Of all professions, yours is the noblest, the most difficult and the most important.’
9. ‘Among all professions, the teaching profession carries the greatest responsibility. Teachers have to mould the young of today, so that they will grow up as worthy citizens of tomorrow.’
10. ‘Carry out your duties as teachers in the spirit of dedication, love and service, and stand forth as bright examples to the country and the world.’

CHAPTER 1

AN INTRODUCTION TO THE EDUCATION IN HUMAN VALUES (E H V) PROGRAM

There is a great deal of anxiety at the present time among thoughtful persons, who sense that our rapid progress in control and adaptation of our material world has not been matched by corresponding advances in human character and virtue. Indeed, many observers feel that moral values are disintegrating on all fronts, in both public and personal life.

The very survival of our society, and the world, depends upon a wide-spread renewal of individual commitment to an active moral life. Humankind must rediscover a sense of meaning and recapture a feeling of total dedication to noble ideals. The E H V Program is founded on the belief that such a renewal is possible. With this conviction, the E H V. Program sets forth a plan of education designed to help children learn and practice the basic values that are essential to civilization.

In this era of shrinking distance, rapid communications, and increased intercultural contact and understanding, we have become heirs to the rich moral heritage of all humankind. Through the philosophical, ethical, and legal literature of the world's cultural traditions runs a common thread of universal human values.

The E H V Program identifies as basic values the following five: TRUTH, RIGHT ACTION, PEACE, LOVE and NON- VIOLENCE. These five basic values, include, in a balanced way, the profound moral insights of all the world's great, enduring civilizations. Within each of these five values, a comprehensive list of sub-values has been identified.

Taken together, these values encompass a developmental vision of human potential. Thus, the pursuit of truth will lead to right action; right action promotes peace; peace enables one to love, and love expands into non-violence.

1. **TRUTH** - Truth develops the child's intellect and teaches him to reason and discriminate. Progress towards the pursuit of truth is to be made in two ways:
 - a. - **Memory** - Improvement of the memory (as an aid) by reciting poetry and stories from various cultures.
 - b. - **Comprehension** – Grasping the significance of both contemporary and historical events, episodes, persons and places. Understanding fundamental concepts and principles.

2. RIGHT ACTION - The value of right action will be achieved in terms of three groups of skills which the student needs to cultivate:

- a. - **Ethical Skills** – Honesty, avoidance of quarrels, efficient use of time, speech and energy, willingness to work hard and acquire simple habits.
- b. - **Self-help Skills** – Body care and personal hygiene, cleanliness, concentration on the task at hand, posture and breathing.
- c. - **Social Skills** – Listening, following directions, speaking, maintaining order and discipline, being punctual, avoiding waste.

3. PEACE - Emotional poise or balance in a person induces the spontaneous outflow of peace. This balance is acquired through:

- a. - respect for parents, teachers, and elders.
- b. - friendliness, humility, honesty, and fair play.
- c. - sharing with others and respecting the right of others to ownership.

The development of these qualities results in the elimination of such tendencies and urges as possessiveness, greed, pride, jealousy, hatred and anger – all stumbling blocks in the path of peace.

4. LOVE - Love is fostered through friendship, tolerance and helpfulness to others. The flow of love is opened through the development of self-respect and self-confidence. The approval of friends, parents, and teachers as well as active participation in group activities such as talent displays, service projects, field trips, art and music give children a chance to contribute and feel approved. The child's feelings of love are awakened through an appreciation of beautiful paintings, songs, poetry and dance. The festivals of all cultures with all their diversity and colour are also utilized.

5. NON-VIOLENCE - The value of non-violence has to be realized at this stage by cultivating respect for all living and non-living things. Children will realize that their thoughts, words and actions have an effect on people around them. It is to the extent that they are in control of these aspects of their personalities that the world will be a happier and more peaceful place for all.

EDUCATION IN HUMAN VALUES

OBJECTIVES

The objective of the E H V Program is to impart values to the growing personalities of the children. This will enable them to live their lives to the fullest potential. At the same time, they will share with people who are less fortunate and contribute to the general welfare of the whole community. Through participation in the program, it is hoped that **children will:**

- 1. learn about the cultures, customs, and religions of other people in order to appreciate the brotherhood of man.*
- 2. appreciate the five basic human values of Truth, Right Action, Peace, Love and Non-Violence as essential to development of character.*
- 3. acquire necessary skills that will help them experience the five human values.*
- 4. experience the five stated values in dynamic and relevant ways so they can put them into daily practice.*
- 5. acquire decision-making skills which will facilitate development of moral learning.*
- 6. develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of all persons.*
- 7. act consistently with the stated human values in thought, word and deed.*
- 8. develop self- discipline and self-confidence necessary to promote the fulfilment of their potential.*
- 9. develop a healthy attitude towards their environment.*
- 10. develop the value skills needed for personal, family, community, national, and world harmony.*

CHAPTER 2

THE UNIQUE QUALITY OF EDUCATION IN HUMAN VALUES

The Education in Human Values Program is anchored in the firm belief that 'education is of the whole man', that education must cater for 'spiritual, moral, intellectual, aesthetic, physical and vocational development'. (Education Plan 1985-1990). It recognizes the urgent need for moral education in an era plagued by 'valuelessness', and the very important role which the school must play in the 're-affirmation of basic moral and spiritual values'.

As such, the goal of the E H V Program is to foster the development of character into all aspects of the personality. Personality is fully integrated when there is consistency in thought, word and deed. The finished product, where personality is character and where the aim of education is not separate from the aim of life, is Education in Human Values.

Why are there five values and not six? The answer is that the E H V Program defines five aspects of the human personality: the intellect, the physical, the emotional, the psyche and the spiritual. Each of these five aspects corresponds to one basic human value. They are common to all people and excellence is a realistic goal at each level.

FIVE ASPECTS OF THE HUMAN PERSONALITY

1. INTELLECT

Great emphasis has traditionally been put on the intellectual development of students. It is the intellect that enables one to analyse and determine what is right and what is wrong, what is lasting and what is ephemeral. It is within this aspect of the personality that the powers of memory and intuition are uncovered. When this is accomplished, the individual will have developed the tools to know and manifest the value of **Truth**.

2. PHYSICAL

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

3. EMOTIONAL

The emotional level describes the proper utilization of the sense organs. The emotions need to be understood and harnessed in order to be a proper instrument for individual and social well-being. When one experiences emotional equilibrium the value of **Peace** is experienced.

4. PSYCHE

The psyche is the most difficult aspect of the human personality to describe, for it is that quality in each of us that is the fountainhead of love. Love is not an emotion. It is an energy that flows like the sun from one to another. It does not refer to emotional relationships. Shakespeare describes love when he says “*Love is not love which alters when it alteration finds*”. It is a supreme value in life.

Love as thought is Truth
Love as action is Right Action
Love as feeling is Peace
Love as understanding is Non- Violence

5. SPIRITUAL

Here, one experiences the essential oneness and unity of all creation. As atomic physics shows, we have a direct relationship with everything in the Universe – air, water, fire, earth, space and the combination of these things. When we understand this basic reality the result is the value of **Non-violence**.

We begin to see now not only why E H V is integral, but also that it is systematic, developmental and comprehensive. A further look at the five Human Values in the context of these five aspects of the human personality and the five teaching techniques (silent sitting/tuning in, quotation, song, story, activity choices) will illuminate further the unique quality of the E H V Program.

THE FIVE HUMAN VALUES

1. TRUTH

Truth is the power with which the heart beats, the lungs breathe, the power with which eyes see and ears hear. Truth is the quantum of energy with which we live.

Truth has different levels. There is the Truth of sense perception such as “the fire burns”. One can ascertain this with one’s senses. There is also the truth by inference such as “man is mortal”. We base this statement on the strength of our observation that people around us die. How does one realize or experience this Truth?

Human beings are endowed with two marvellous faculties which can be developed in a child and which take him closer to the realization of Truth. They are:

- a. Memory
- b. Intuition

Memory is our device and ability to retain and recall the information and knowledge at the right time. At the bedrock of these layers of memory is the Truth. In fact, the memory, itself, is activated and energized with the power of this Truth alone.

Intuition is the most grand and beautiful zone of human experience. It occurs in a flash and gives insight. The power of intuition is what distinguishes the capability of two individuals. We know from history that behind all sparks of genius and excellence is this power of intuition. At times, Einstein would stop in the middle of what he was doing and go into a deep reflective state; it was in these states that greater understanding was revealed. Intuition also expresses itself as the inner voice.

Students make progress in the pursuit of truth by listening to inspiring stories, through learning the teachings of great men and women, by sharpening their memory, and by discovering how to think about internalizing values vividly presented by the world's cultures.

The Education in Human Values Program offers concepts and contexts enabling the student to organize and integrate experiences in a significant moral framework. It fosters in the child a lifelong love of learning by revealing the powers of curiosity, logic, and discernment, as well as through reflective self – analysis.

2. **RIGHT ACTION**

“Action is rooted in the circle of thought” - Herbert Spencer.

Truth in Action is Right Action. Behind each action there is a thought. If this thought derives its sustenance from the human will as opposed to human desire, the resultant action will be beneficial to the person as well as to society. To achieve a short term benefit a child may speak the truth. **E H V encourages the development of the will.** The child becomes aware of living responsibly, respectfully, and co-operatively, and working creatively in the various fields of life.

Through the Education in Human Values Program, children learn to contribute their best for the betterment of themselves and others. Skilful living is taught by the practice of self- help skills, ethical skills, and social skills. The Program helps to develop will- power and healthy and industrious habits, including the ability to be dependable and to be helpful and respectful. Right Action gives the child experience which builds up resourcefulness, confidence and self-esteem. It results in a well balanced and disciplined personality, and it leads one to peace.

3. PEACE

Peace is the state of being quiet, calm and free of emotional disturbance. Peace is not idleness but a sound and balanced mental state which learns to find rest in action and which utilizes all the inherent vital energies to create a perfect harmony in action. Right or wrong, whatever a man thinks or does is with the intention of attaining peace and happiness. However, peace usually eludes him because new desires arise.

Peace is the deep reservoir of inherent mental calm. This tranquil state, when temporarily hidden, may be found again through a regulated healthy life and disciplines which cultivate freedom from restlessness. The Program offers the means to withstand the pressures opposing inner peace, so that the individual's inborn calm may sustain him even in adverse circumstances.

The Education in Human Values Program aims to achieve balance and bring emotional calm through humility, cheerfulness and amiability.

4. LOVE

“Love gives and forgives, it does not get and forget”.

Actions springing from love's natural enthusiasm possess a quality more pleasing than those performed merely from a sense of duty. Love is more than an attraction or fondness; it is pure unselfishness flowing from the depths of being, like the feeling of a mother for her child. A teacher's love can transform a child's behavior.

Love is a form of energy which each individual transmits and receives every moment. It affects all forms of life. It is a possession which grows with sharing. Love helps us to overcome the sense of fear by promoting better understanding and appreciation.

The Education in Human Values Program kindles the feeling of reverence through music, through the enjoyment of artistic magnificence and the grandeur of nature; it fosters love through the viewing of and participating in inspiring dramas, and through the study of other examples of self-sacrifice, friendship and accord.

Love's spontaneous kindness and forgiveness, sincerity and sympathy help the student's harmonized responses to many life situations. Love, unconditional and enjoyable, balances the work of the mind with the wisdom of the heart, and this leads to the value of Non-Violence.

5. NON-VIOLENCE

Non-Violence is the zenith of human achievement and perfection. Non-violence fosters the understanding that man has an obligation towards every object and component of this Universe. Truth expressed in right action, lovingly with peace, results in non-violence. Non-Violence is the ethical principle of respect for all beings. Ultimately, non-violence is more: the root meaning of this word is to be unhurtful to others by being benevolent. Positively put,

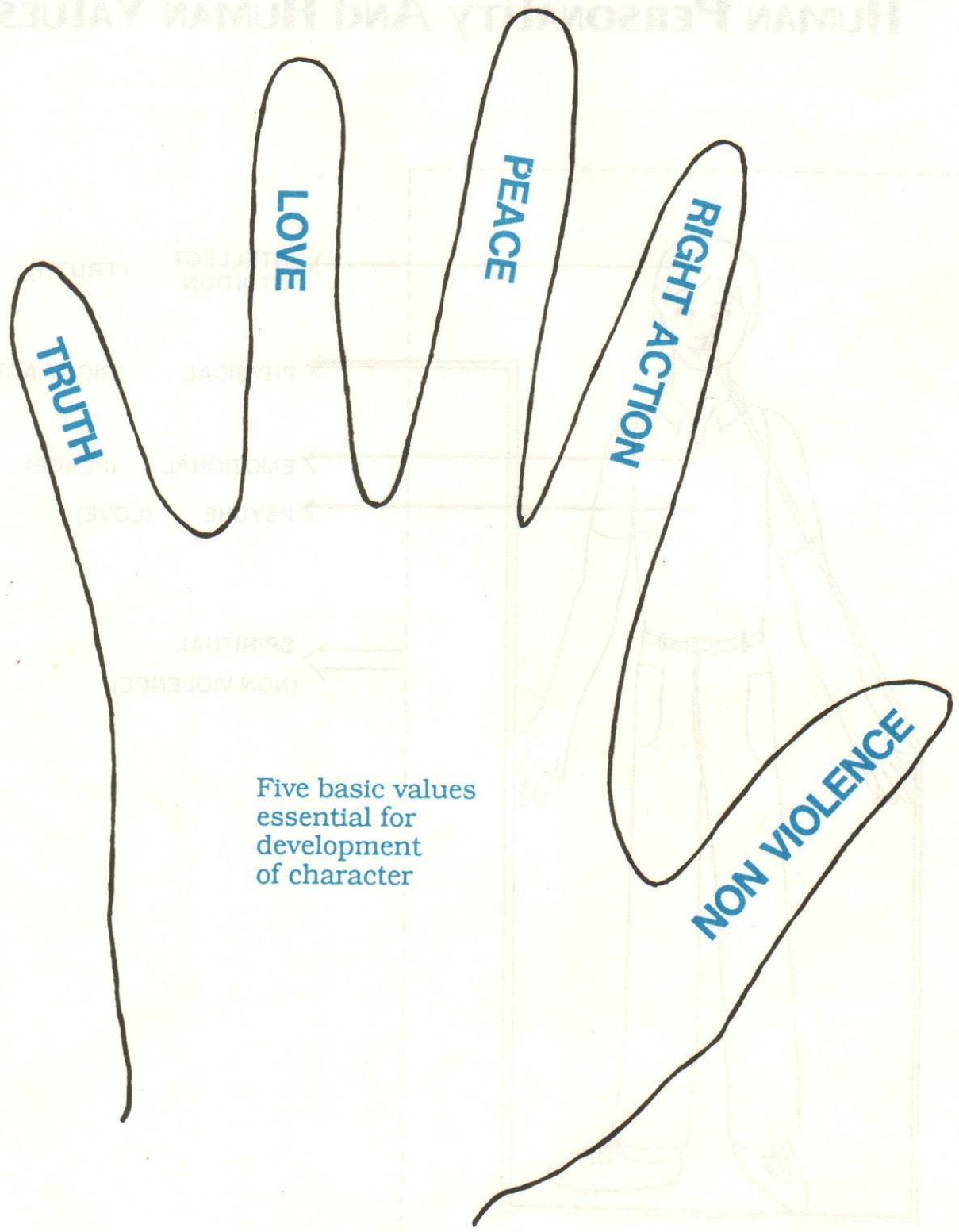
this unhurtfulness, or goodness, is consideration of others expressed in caring and helpful acts, a concern for equality, justice and a sense of solidarity.

The Education in Human Values program encourages students in creative non-violence through social experience and social service. Education in Human Values students learn to evaluate and to protect their own good qualities and to derive strength from them, as well as to nurture the good qualities of others.

Absolute non-violence may not be possible because “life always subsists on life”, but greatness lies in understanding that for survival, we must inflict the least amount of injury possible. This includes injury to the lesser forms of life like plants as well as to the higher forms such as animals and man. This love and appreciation alone will complete the growth of human personality.

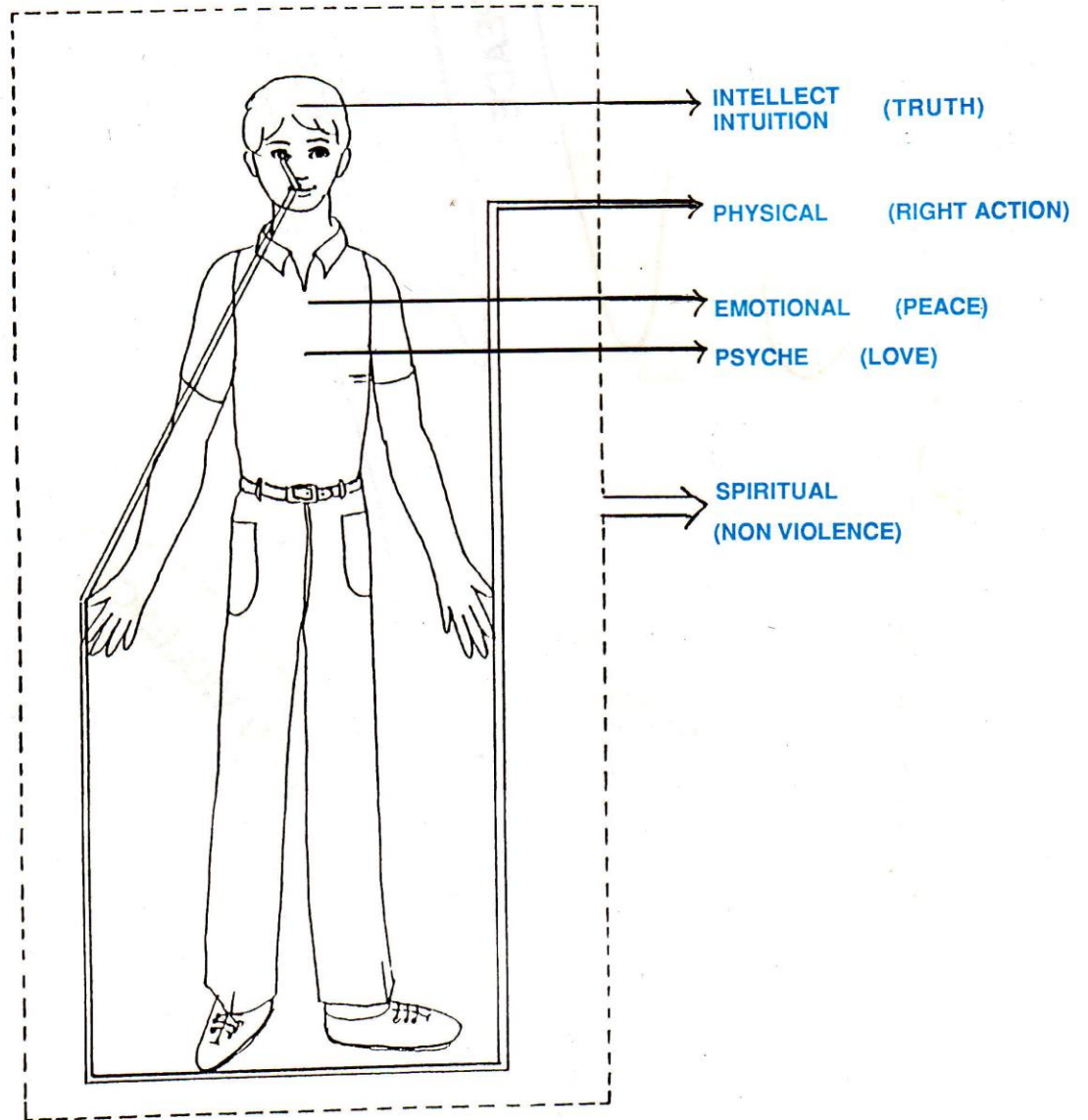
Thus the practice of Non-violence is not restricted to the physical aspect alone but includes thought, word and deed.

The five basic values are essential, like the fingers of the hand. Each helps towards the proper functioning and efficiency of the whole hand.



Five basic values
essential for
development
of character

HUMAN PERSONALITY AND HUMAN VALUES



CHAPTER 3

COURSE CONTENT AND TEACHING TECHNIQUES

SUB - VALUES

While the Program identifies five basic values, within each value there is a range of sub-values. The list is not exhaustive and teachers should be aware that sub-values might be found under more than one value unit. Below is a partial list of sub-values and their meanings.

TRUTH

1. **Discrimination-** sense of right and wrong; distinguish proper from improper behaviour.
2. **Quest for Knowledge** – perseverance to search for or pursue knowledge; ask questions; curiosity.
3. **Self-Analysis** – Know one’s capabilities; philosophy; motivation – innermost desires and needs.
4. **Truthfulness-** telling the truth; honesty; conforming to statements; agreement with a standard, a rule, or the like; uprightness; integrity; fidelity; constancy of thought, word and deed in one’s life.

RIGHT ACTION

1. **Courage** – the quality of mind that enables one to encounter difficulties and danger with firmness or without fear; bravery; to act in consistence with one’s convictions.
2. **Dependability** – to be reliable; trustworthy; capable of completing a task; always carries out that which he promises.
3. **Endurance** – ability to handle prolonged hardships with patience and tolerance; lasting quality; ability to complete projects in spite of obstacles.
4. **Healthy Living** – living a life which promotes a long, healthy life, i.e. proper food, work, exercise, and thoughts; includes cleanliness of body and mind, thought, word and deed.
5. **Loyalty to Duty** – that which one is bound to do by moral or legal obligation; binding force to do that which is morally right; conduct due to a superior; respect; what one performs in fulfilment of the permanent dictates of conscience; duty to country; to tell the truth; to raise children properly; honour parents; respect teachers and elders; serve humanity; to be loyal to an employer.

6. **Proper Utilization of Time**- balance of time between study, play and sleep; punctuality.
7. **Self – Confidence** – confident in one’s own judgement, ability, power; to know one’s capabilities and use them; self – confidence is the basis of an individual’s life on which all else is built; includes initiative and leadership.

PEACE

1. **Discipline** – self – control; ability to follow rules and regulations; no excesses in food and drink.
2. **Humility** – remember that there is much good to be learnt from others.
3. **Self – Respect** – proper esteem or regard for the dignity of one’s character; control of one’s actions, feelings etc.

LOVE

1. **Friendship** – ability to develop a closeness with others; mutual esteem between people.
2. **Kindness** – a good or benevolent nature or disposition; considerate; helpful; sympathetic attitude towards others and a willingness to do good; compassion.
3. **Sincerity** – freedom from deceit or duplicity; honesty.
4. **Tolerance** – the disposition to be patient and fair towards those whose opinion or practices differ from one’s own; freedom from bigotry.

NON – VIOLENCE

1. **Brotherhood of Man** – recognizing the unity behind the apparent differences.
2. **Citizenship**- civic and national responsibility.
3. **Consideration for Others** – thoughtfulness for others; sympathetic regard; not to harm by speech, as insults, or to do any bodily injury; not to damage property; to take proper care of animals.
4. **Co-operation** – willingness to work or act together or jointly; unite in producing an effect.
5. **Courtesy**- excellence of manners or behavior; politeness; a person’s outward bearing; addressing and treating others with politeness; special respect to parents, elders and teachers.
6. **Respect for All Religions** – realize that each person’s faith is important and serves as a guide for life.

SUB – VALUES

TRUTH	RIGHT ACTION	PEACE	LOVE	NON-VIOLENCE
Curiosity	Cleanliness	Attention		Psychological:
Discrimination	Contentment	Calm		
Equality	Courage	Concentration	Caring	
Honesty	Dependability	Contentment	Compassion	Compassion
Integrity	Duty	Dignity	Dedication	Concern for All Life
Intuition	Ethics	Discipline	Devotion	Consideration
Optimism	Gratitude	Endurance	Friendship	Co-operation
Quest for Knowledge	Goals	Focus	Forgiveness	Forgiveness
Reason	Good Behaviour	Happiness	Generosity	Good Manners
Self-analysis	Healthy Living	Honesty	Helping	Loyalty
Self-Knowledge	Helpfulness	Humility	Inner Happiness	Universal Love
Spirit of Inquiry	Initiative	Inner Silence	Joy	Unwillingness to Hurt
Synthesis	Leadership	Optimism	Kindness	
Truthfulness	Perseverance	Patience	Patience	Social:
	Proper use of time	Reflection	Sharing	
	Resourcefulness	Satisfaction	Sincerity	Appreciation for other Cultures and Religions
	Respect	Self-acceptance	Sympathy	Brotherhood
	Responsibility	Self-confidence	Tolerance	Citizenship
	Sacrifice	Self-control		Equality
	Self-sufficiency	Self-discipline		National Awareness
	Self-confidence	Self-respect		Respect for Property
	Simplicity	Understanding		Service to others
				Social Justice
				Unity

Sub- Values may be found under more than one value.

THE THREE TEACHING APPROACHES

It is important to remember that ‘values’ do not become an additional subject in the school curriculum like Language Arts, Social Studies, Mathematics, Science or Physical Education. The entire lives of children both at home and school should be value- based. It must, therefore, be understood by the teacher that values permeate school and home life, curricular work, co-curricular work and any activity in which one participates. There are three teaching approaches:

1. Direct Approach
2. Indirect Curricular Approach
3. Indirect Co- Curricular Approach

The Direct Approach requires a specific period of time.

The five techniques for this approach are: Silent Sitting / Tuning In, Quotation, Song, Story and Activity Choices. These techniques in themselves are related to the five Human Values.

- | | |
|----------------------------------|--------------|
| 1. Silent Sitting/Tuning In | Peace |
| 2. Quotation/Thought for the Day | Truth |
| 3. Song | Love |
| 4. Story | Non-Violence |
| 5. Activity Choice | Right Action |

The Indirect Curricular Approach teaches values in the curriculum subjects such as Science, Social Studies, Mathematics, etc. For example, in discussing the products produced by different countries in the world, the teacher may bring out how life in the world is inter-dependent and thus we develop a sense of gratitude towards others who work to provide food, shelter, clothing and other goods for our comfort and enjoyment. Teachers can touch and awaken this sensitivity in the students through skilful questioning and discussion. This can be done in all the school subjects indirectly integrating values.

The Indirect Co-Curricular Approach teaches values in the part of the school day which is outside the school curriculum, i.e. sports, trips, art, music. For example, if a trip is being planned the value of spirit of inquiry can easily arise because students are inquisitive about various things they might see there. Likewise, in planning the details, a group of students may learn to work in close co-operation.

INDIRECT CURRICULAR APPROACH: SCIENCE- PLANT LIFE

1. BRIEF CONTENT

Different kinds of plants have been described in this lesson. They are big trees ,shrubs, creepers, roots, etc. One common thing about them is that they give flowers, fruits and seeds. Only difference is some live longer and others are seasonal.

2. BASIC VALUES

Truth, Right Action, Love, Non-Violence.

3. POINTS TO BE EMPHASISED

Plants are useful in many ways to all living beings. They give without expecting anything in return like giving shade, food, shelter, medicines, etc.

4. STRATEGY

As with plants, so with human beings. There are different races and creeds, there is life force in everything. The point should be especially mentioned to children and explained, as all plants are necessary for living beings, so differences are also necessary as part and parcel of society.

The tree does not eat its fruits, rivers do not drink their own water. They are here so that others can make use of them. Similarly, we should also help others in every way we can and not live for ourselves only.

The following questions can be asked to bring about the above values:

1. Name 2 plants which grow in different climates.
2. Name 4 different religions.
3. Name some trees whose leaves and bark are used as medicines. (Trees give everything for the use of people)
4. What can we do to keep the vegetation around us growing? (Don't harm them,nourish them), just as the human race survives, humans die.
5. What happens if the plant is kept in red water?Experiment. (It turns red, influence of company on people).

5. TEACHING AIDS

Charts showing different kinds of plants.

Story of a helping tree with pictures.

Plants, red coloured water, glass.

THE FIVE TEACHING TECHNIQUES OF THE DIRECT APPROACH

SILENT SITTING/TUNING IN

Silent Sitting/Tuning In is an opportunity for the children to sit quietly and let their minds be peaceful for a minute or two. Tuning in results in superior concentration, better receptivity and improves understanding. At a deeper level, it greatly aids the memory and prepares the ground for intuitive awakening. As the thoughts, desires and emotions get stilled, new vistas of Peace are unearthed. While it improves the quality of work, it directly instils the values of Truth and Peace. In fact, tuning in is recommended for the teacher in his /her own personal life, because it carries the authenticity of experience.

It is said that silence is the most effective form of communication for it enables an individual to communicate with his/her own inner self. It is only in moments of silence that one is able to reflect upon one's conduct and seek scope for improvement. Again, it is only in silence that the intuitive flashes of excellence are seen and experienced. Tuning in is the force behind genius and it imparts a new dimension of depth to the human personality. Since time immemorial, the greatest of scientists, musicians, poets and artists have used and recommended the habit of sitting quietly and tuning in. The tremendous level of noise and powerful distractions in today's environment have increased the hyperactivity of our children. A brief period of silent sitting promotes the ability to tune out distractions and to tune in to one's own inner resources. It develops patience and discipline. Studies have concluded that the most destructive force in some classrooms is the level of noise, the amount of movement and the distractibility of our students.

Thus, in the classroom, the class starts with one or two minutes of tuning in. All it requires is asking the students to sit in a good steady posture, close their eyes, and think and feel good. The teacher has the option of giving ideas for the children to picture e.g. the beauty of a flower, a beautiful scene etc.

QUOTATION/THOUGHT FOR THE DAY

Choose a Quotation or a Thought for the Day that relates to the value. Allow a few minutes of discussion wherein the children offer their view of the quotation.

Quotations are designed to:

1. Develop memory
2. Promote analytical thinking
3. Establish truly human ideals
4. Enable the children to relate to the highest in themselves.

It is desirable to have the children memorize some of these quotations or thoughts. Children may enjoy keeping a special book in which they list the quotations, thoughts and poems discussed during the year. It will serve as a useful reference for their writing and special projects.

Tune In Quietly~



Use a Poem or a Quotation



START THE
DAY WITH
LOVE —

SONG

Singing is a wonderful way in which children and teachers can join together in fun and friendship while learning. Songs speak the language of the heart. They remove barriers and promote peace and love.

The human system has a rhythm of its own. When a person feels good, the heart beats softly and is in a sweet rhythm. Whenever one is angry, annoyed or disturbed this beat becomes erratic. In fact, human poise and equilibrium have a direct correlation with the rhythm of the body.

Music and group singing are the most powerful weapons to put the human system in harmony and rhythm. When the children sing together, they also realize the value of co-operation. Singing improves memory, instils peace, love and appreciation and gives a feeling of joy. The songs can be varied in nature- folk, patriotic or popular. Anything that is learnt through song and music remains much longer in the memory and is easy to recall.

Songs go around and around in the mind, reminding the children of their values and actions.

Tapes of songs can be used if this is more comfortable for the teacher.

Reviewing songs from earlier value lessons as well as learning new ones can bring great joy and inspiration to the students.

The teacher and the students singing together brings harmony and adds to the confidence of the child. The songs can be used in assemblies, school functions and other such gatherings.

STORY

Story-telling may be the strongest of the five elements of the Program. The stories will create role-models that the children will want to emulate.

Since the dawn of creation, nothing more effective than stories has been thought of when it comes to driving any message home. A story generates interest, captures the attention and leaves a beautiful moral to think and act upon. Stories bring out the parallel situations of life and suggest solutions. They add colour and variety to the school situation.

Two aspects of Story-telling, namely, preparation and presentation, are equally important. While preparation must be thorough and include dialogue and teaching aids, the presentation must be dramatic and include gesture, suspense and modulation. Even a dull and drab subject can become alive.

Stories have a direct impact on the conduct of the children and thus are extremely useful for cultivating the value of Right Action.

These stories can be drawn from any source such as history, folk-lore, mythology or even created afresh. They symbolize the flight of human imagination and plant heroic and adventurous ideals

in the minds of children. It is important that the teacher likes the story since the children can intuit the teacher's feeling.

Stories need to be reviewed to make a lasting impression. One week a child may narrate a review story and the week after that the children may act it out.

ACTIVITY CHOICES

Group activities entail participation of all the students. These activities are done both in and outside the classroom.

CLASSROOM

These activities include a wide range of things like role-play, attitude checklists, creative writing, drama, art, service activities and many others

Children are by nature dynamic and group activities help a teacher to streamline their energies and instil a sense of discipline and a feeling of co-operation.

The basic idea behind group activities is to allow for interplay and interaction, so that learning proceeds from all directions.

FOLLOW-UP AND LIFE APPLICATION

These exercises are designed to help the children incorporate the values into their lives, as part of their personalities. Teachers will find that they too are a part of this experience. Once the teacher appreciates the process of identifying and experiencing the five human values, it will form an integral part of his/her life.

The combination of activities used is a decision of the teacher and depends upon various factors. For this there can be no better judge than the teacher, since he or she knows the objective and must work accordingly.

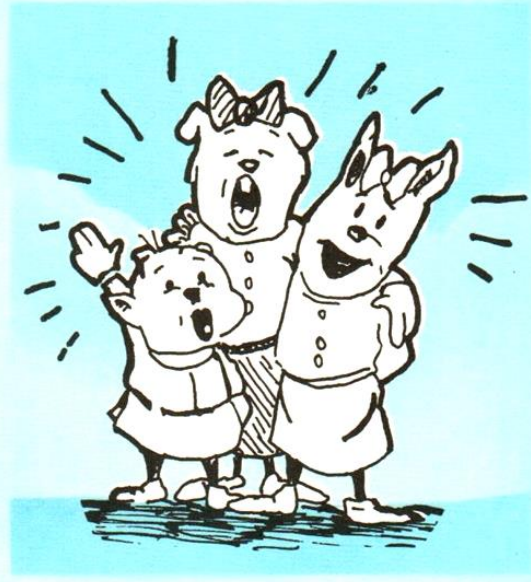
Sing A Song



Tell a Story



Encourage Activities



FORMAT OF LESSON PLAN

UNIT 1- SPECIFIC HUMAN VALUE

LESSON **1**

SUB-VALUE :

AGE :

TIME :

OBJECTIVE : Pupils will –

(1) Set Induction:

.....

(2) Silent Sitting/Tuning In.....

(3) Quotation/Thought for the Day.....

(4) Story: “Title” – Source.....

Curriculum Suggestion:

(5) Discussion:.....

(6) Activity Choices:.....

(a) Creative Writing:.....

(b) Art:.....

(c) Other:.....

(7) Song: “Title” – Source.....

(8) Follow- Up and Life Application:.....

EXPLANATORY NOTES ON THE LESSON PLANS

The lesson plans which follow are offered as an exemplary format through which the aims of this Values Program will be best served.

Careful study of the lesson plans reveals that there is a purpose and a flow to the format. Once teachers are aware of this approach, it will be easier and very fulfilling for them to create their own plans based on this.

These lessons are geared to First Year through Standard Six children. The teacher may change the wording and activities to suit the ability of children.

Each lesson plan contains the five techniques which constitute the 'Direct Approach', in a suggested order. However, it is recognized that teachers have their own individual approaches and may wish to use a different order. What is important is that all five techniques be included in each lesson.

Throughout the day, teachers as role models and guides, advocate these values by thought, word and deed.

CLASSROOM ATMOSPHERE

This Program is based on a unit approach as well as an integrated curriculum approach. In either case, teachers should consider the actual lesson as something special and should convey this to the children at the start.

Before you begin:

Have all your materials and equipment ready for use.

Be totally familiar with the material in advance.

Tell the children that we are getting ready for Our Special Time.

If possible, have the children sit in a way which is different from their usual seating pattern. We suggest a circular arrangement, either sitting on the floor or on chairs.

Unit : List one of the basic five values: TRUTH, RIGHT ACTION, PEACE, LOVE, NON-VIOLENCE.

Value : List one of the sub-values.

SET INDUCTION

Here the teacher prepares the children to receive the lesson. Their attention is sought through various means- discussion, audio-visual aids, role-play, pictures, stimulating questions or a dramatic statement. The set induction should be brief; once the children's attention is held, the teacher must proceed to the next step in the lesson.

SILENT SITTING/TUNING IN

It is only with a quiet body and mind that we can truly absorb. Thus, by being quiet we prepare ourselves for complete attention to what follows.

The children are asked to sit with their backs straight and take a deep breath. They are reminded quietly and gently that:

(Example) “This is a special time, a time for listening, a time for sharing, a time for understanding *ourselves and life a little better*”.

“In order to get the most out of this, we need to think of ourselves as radios. We have turned on the dial, and each of us must now fine –tune ourselves so that we can hear the program that is about to begin.”

Wait a few minutes until everyone has settled down and is ready.

(Examples of what can be done during silent sitting are given in some of the lesson plans).

QUOTATION/THOUGHT FOR THE DAY

Choose a quotation or a thought for the day, which should relate to the value’s objective. You may choose to use a short poem in place of a quotation.

STORY

The Brotherhood of Man is a vital force of any values program and should be reflected in selection, discussion, and follow – up.

The stories which are used should be a mixture of FICTION, BIOGRAPHY, LIFE EXPERIENCE. They should reflect different cultures, races and religions and should be selected carefully, seeking exemplary characters. You may wish to replace the story with a long poem or a play.

Eye contact between the teacher and the children is very important in these lessons; therefore stories should be told, not read.

STORY-TELLING

Story-telling has always been an effective medium of instruction and enlightenment, and an efficient method of character moulding.

Teachers should be especially careful about the *preparation* and *presentation* of the story.

(1) **Preparation**

- a. Read the stories thoroughly and become very familiar with them.
- b. Try to grasp the inner significance of the stories.
- c. Grade the stories according to the age, class, and mental development of the children.
- d. Be ready with suitable aids: charts, films, pictures.

(2) **Presentation**

- a. The language or the style adopted for narration should be simple.
- b. The sequence of events should be maintained.
- c. Narration should be dramatic.
- d. A rapport should be established with the children by asking questions and involving them in the story-telling session.
- e. The value or moral projected should not be explicitly stated but elicited by questions.
- f. Stories chosen must be suitable to the occasion and must serve a purpose.
- g. Story-telling can be used to develop children's powers of memory and their attitudes. Occasionally, the children could be encouraged to tell a story of the type already heard.
- h. **Most importantly, make the stories come alive.**

CURRICULUM SUGGESTION

Under this heading is suggested the area of the curriculum in which the lesson can be taught. All the lessons can be taught as Social Studies lessons. Many of the activity choices and follow-up work can be handled in Language Arts, Art and Science lessons.

DISCUSSION

Discussion should always include three types of questions:

1. **Comprehension:** Do the children understand the story?
Example: What did John do when he saw his sister?
2. **Reasoning:** Do the children understand the underlying concept?
Example: Describe the kind of person John was.
3. **Feeling:** Can the children carry the concept to a personal reaction?
Example: How did you feel when John first spoke to his sister?

ACTIVITY CHOICES

Creative writing, role-playing, mime, and art projects are communicative activities which enable children to organize their thoughts and to express their feelings and ideas. Talking and learning about values is an ongoing process and should be a part of our entire curriculum. We have suggested that it can fit into the Social Studies area but teachers are aware that these ideas are also a part of Reading, Literature, Creative Writing, Art, Music, Drama, Science and Mathematics.

Attitude testing, role-playing and service projects are the means of bringing life situations to the classroom.

SONG

We have suggested a song for each lesson but there are obviously many more that the teacher may know and find appropriate for the lesson. The song chosen for a lesson can be taught during the Music period. The whole song need not be sung in a values lesson.

Singing is a wonderful way in which children and teachers can join together in fun and friendship. Songs speak the language of the heart. They remove all barriers and promote peace and love.

FOLLOW – UP AND LIFE APPLICATION

Here we wish to stress how children translate the values discussed into everyday life. Without this component, only half the task is completed. We have to offer activities in which children put their thoughts, words and deeds to good use. Here we see how communication with the parents will be of value to the program. The children themselves will recognize that their life in school, at home, in community and the world is better served when their character is developed and when they are more giving and loving.

Teachers will find that they too are a part of this experience. Once the teacher appreciates the process of identifying, discriminating and experiencing the five human values, it will form an integral part of his life.

MAKING STORIES COME ALIVE

- Do it as a rebus story- use pictures or symbols to explain. A rebus of the word Gateshead would be two gates and a head.
- Dramatize it with the children or with some friends.
- Put the story on tape complete with sound effects.
- Use a flannel board.
- Make figures out of clothespins and move them around as you tell the story.
- Show a filmstrip and have the children write the script.
- Have the children write the story as a modern- day event.
- Write a “newspaper” about the story.
- Draw a mural of the story line.
- Make a television set depicting the scenes in the story.
- Make puppets and tell the story with them.
- Make a map on the floor with tape and have the children follow the characters in the story as they travel.
- Tell part of the story and let the children guess its ending.
- Have a visitor come to class in a costume and tell the story.
- Have older children learn the story to tell to younger children.
- Have the children read the story as a choral reading.
- Have a shadow play of the story.
- Have the children read the story as a choral reading.
- Type the story, cut it into parts and have the children put the story together in correct order.
- Arrange pictures of the story in order and have the children tell you the story.
- Make the story a part of your life, think about it, enjoy it, and help the children understand the wonder of the unity in the diversity of life.

CHAPTER 4

EVALUATION

Plato, a great philosopher and teacher has said, “*an unexamined life is not worth living*”. Similarly, we can say, “*an unexamined course of study is not worth having*”. In other words, we ask, “*How do we know that the approaches, techniques and materials used have really helped students to nurture good human values?*” There should be some means of knowing the effect of the course in Human Values. This will help us know whether the materials used were effective; whether the techniques and methods adopted were suitable; and whether we could identify defects in our approach and rectify the mistakes.

This work of examining the impact, analyzing the results, finding out the deficiencies and deciding what steps to take and how to go about removing defects and improving the entire course comes under **EVALUATION**.

EVALUATION OF STUDENTS

First, let us understand a little more clearly WHAT we are trying to evaluate. We know that we want to evaluate values development in students. We want to know whether the students know these values and their importance – but we also want to go deeper. We want students not only to know values, but to appreciate the values noticed in speech and actions of others. We also wish to understand whether the student is able to examine alternate courses of behaviour and judge which one is most helpful for human happiness. We are further interested in seeing that the actual behaviour (speech, action and thought) is value- based. These values are just good human values and not beyond the reach of students.

Evaluation may be carried out in following manner:

1. **Knowledge of Human Values.** This can be done through verbal questioning or through written activities. Such knowledge would be gleaned during the discussion time of a values lesson as well as from the written follow- up work.
2. **Appreciation of Values and Level of Moral Judgement.** At the primary level these two may be combined into one. In each value, a situation (real or contrived) by the teacher may be given and the students will choose the alternative course of action which in their judgement is proper. Evaluation on this level may also be made noting the children in role-play situations and in the answers of self-evaluation checklists.
3. **Evaluating behaviour.** Behaviour cannot be tested by merely oral or written questions, or only by situations with alternative choices. Behaviour has to be tested through behaviour. Testing through spontaneous behaviour in situations that may suddenly crop up in the classroom (like copying, annoying a neighbor, using abusive language, helping another student learn a difficult skill in spare time), or an incidental situation in the playground

(like cheating to get a point, disturbing the concentration of a player by a nasty remark, appreciating a really skilful art of an opponent, being friendly irrespective of success or defeat); or in other general activities (like watering plants, picking up scraps and putting them in the trash can or in doing harm like pulling leaves and flowers while walking along a hedge, throwing paper in the halls, etc). There are many situations, both good and bad which teachers may incidentally notice.

EVALUATION BY TEACHERS, ADMINISTRATORS AND PARENTS

It should be remembered that no teacher will be able to watch and assess all students at the same time in all situations.

1. The teacher should assess only those students whose behaviour he has actually watched.
2. The teacher should watch different groups of students in different situations or at different times.
3. The teacher should be aware that he should not compare one student with another, since it is almost impossible to give equal attention to each in a situation equal to all.
4. The teacher should maintain an ANECDOTAL RECORD for each child. The teacher, in describing the student's behaviour, should state factual comments and not opinions. What did the student do and not what did the teacher feel about it?

After periodic perusal of various evaluation methods, the teacher will find out in which values the student is deficient. Then by adopting a kind and positive approach the teacher can begin to reach that child in the specific area. Likewise, a sincere, personal touch in individual meetings usually proves most helpful. Continue to see if the student shows improvement in future observations.

ANECDOTAL RECORD

Name..... Class.....

- | | |
|---------|--------------|
| 1. Date | Observations |
| 2. Date | Observations |

Evaluation should, likewise, include a perusal and analysis of comments from teachers, administrators and parents. Therefore, it is recommended that teachers fill evaluation sheets as they carry out the values program. Principals and assistant principals are requested to evaluate the Program in terms of changes in student behaviour. Questionnaires sent home to parents are a good source for documented reactions and observation.

CHAPTER 5

THE TEACHER AS EXEMPLAR

TEACHER – BUILDER OF THE NATION

The profession of the teacher is the noblest of all. When we teach human values to children, we are raising the consciousness of the next generation, we are broadening their vision and expanding their hearts. Ours is the task of sculpturing the moral leaders of tomorrow. Like a sculptor we have to visualize the beauty within the child and uncover it through careful chiseling. Like a gardener we have to plant the seeds of higher values in the child's heart; we must foster, nurture and help these values grow; and we must root out the weeds – the unhealthy habits that come crowding in – so as to facilitate the unhampered growth of these higher values in the child's heart. Even if each of us succeeds in influencing one child, it is enough. One able commander-in-chief is sufficient to lead hundreds of thousands on to victory. One heart filled with human values, Martin Luther King, was able to stand as the conscience of mankind and to sow peace and love wherever he went.

But the ability to love can be taught only by those who are able to love. Here lies our great responsibility. As teachers we reveal the direction and the goal, and the students lay the road and journey into the future. If we stray from the path of truth and love, all of society will suffer. If we do not practice what we profess, we will be no more effective than the blind leading the blind. For only a lamp that burns can light other lamps.

How are we to be exemplars? Love is the key to the heart. Let us extend the same love to our students that we would to our own children. The hearts of children are tender and impressionable. We must be alert to the fact that they are receiving instructions from us every moment that we are with them – not just from what we teach, but from the 'hidden curriculum' as well. Every word and every gesture of ours has its impact. The rules that we lay down for classroom discipline and the fairness with which we implement them, the atmosphere of the classroom, and even our appearance leave their mark on the children. So we must strive to make our very presence radiate a loving influence and generate a peaceful and joyful atmosphere. Let us leave our problems and worries behind as we enter the classroom, and at least for the duration of the class, let us be filled with awareness of the greatness of the task we have undertaken. With kindness and infinite patience let us bring about the blossoming of human excellence.

INFLUENCE OF A TEACHER

There are several instances from the personal lives of many of us who find that, to a great extent, we are today what teachers made us yesterday. To illustrate the point, we share the experience of a particular teacher.

“ At the age of 10 I lost my mother. It was a tragedy too severe and shocking to be faced squarely by me. Even attending school become meaningless without an affectionate mother hugging me before going to and coming back from school. The world seemed very cruel to leave three young brothers motherless. When everything seemed dark, the sunshine came in the form of

my class teacher, Mr. K. who inquired affectionately about the state of my physical and mental being.

Here was someone prepared to ask and to listen. Having learnt about the tragedy, with great shock and understanding, he assured me that from then on he would be my mother and that I should have trust in him. 'As long as I am alive and here you need not fear'. This had a profound influence on a broken-hearted 10- year old. This remains an unforgettable landmark, ever fresh and inspiring for me. Desperation was replaced by aspiration and inspiration. The aspiration and inspiration was to follow in the footsteps of my teacher. I decided that I could also become a teacher, come what may, so that I could also share my warmth with my students'. Giving and sharing became the inspiration rather than receiving and grabbing. This experience taught me that the teacher must embody in his own being what it means to create, to question, to think, to reflect and to love. It is then he can enter the students' heart space and create the context of trust and thus be an image of authentic being for all those in his charge. It will be remembered that it was such an image of being that Socrates represented for his student Alcibiades."

TEACHER AS KEY FACTOR IN EDUCATION

In Mahatma Gandhi's autobiography he talks about the teacher as the key factor in education. He writes:

"Of textbooks, about which we hear so much, I never felt the want. I do not even remember having made much use of books that were available. I did not find it at all necessary to load the boys with quantities of books. I have felt that the true textbook of the pupil is his teacher. I remember very little that my teachers taught me from books, but I have even now a clear recollection of the things they taught me independently of books.

THE LOVE OF TEACHING

Can all the teachers have the ability to inculcate the five basic Universal human values of Truth, Right Action, Peace, Love and Non-Violence so that they can be the right kinds of living examples to their students? The answer can be "Yes" and "No". A very successful teacher was once asked the reason for his success and happiness. He said, "Happiness is liking what I do" and " I like what I do". He was further asked to explain his observations. He said, " I like my subject but more than that I love my children". The basic ingredients of a successful teacher are the love for the taught and the love for what is taught. Love for the taught is the child and love for what is taught is the subject. The prime importance is the love for the child. In both cases, however, the emphasis is on love. If this value is present, other values will follow. "Love for the taught," as an essential element in the qualities of a teacher, is amply proven by the saying that there can be marvellous teaching in muddy walls and muddy teaching in marble halls. The teacher's role is pre-eminent. He affects those " inner processes which," as Hegel made clear, "cannot in principle be made a subject to external control, for they are just, in essence, the process germane to independence, to autonomy, to self- control."

The teacher is like an oil-lamp- if its flame is steady and bright, a hundred lamps can be lit by it, without in any way diminishing its brightness. For ensuring the brightness of the lamp, it is necessary that the wick be in good order and the oil supply be sufficient.

CHAPTER 6

CHILD DEVELOPMENT

In this age of modern science and psychology, the teacher must not only be able to teach the classroom material but must also be familiar with the psychological development of the students. To have a broader understanding of the student and the material to be communicated, the teacher must be aware of what the students are capable of internalizing.

Just as a flower unfolds and its smell sweetens, so does the consciousness and personality of the child. We as teachers are witnessing the blossoming of human excellence of our students.

In teaching Education in Human Values, we must be concerned with the various stages of values development. Values are first concerned with the self. The child at first is determined to satisfy his immediate wants. As he develops intellectual and emotional maturity, he is able to forego immediate satisfaction in the hope of attaining a long- term goal. He is able to give up something which benefits only himself in favour of something which benefits others.

Whether it be the four planes of development as presented by Montessori, or the cognitive stages of Piaget, or the six moral stages of Kohlberg, we recognize that development is the process by which a living being realizes the complete fullness of his being. Teachers of E H V should be familiar with general developmental characteristics in order to prepare lessons which best suit the age levels of the children we teach.

Perhaps of greater importance is the understanding of the E H V approach. E H V intends to awaken in children the reasons for doing right from that of serving one's own needs or interests, to recognizing that other people have their interests too; from recognizing the need to be a good person in one's own eyes and in the eyes of others, to caring for others; from believing in the validity of universal moral principles to a sense of personal commitment to them.

GENERAL DEVELOPMENTAL CHARACTERISTICS

On a more practical level, what do we need to know about the children? What kinds of behaviour patterns can we expect of them? E H V deals with 6-12 -year-olds but the following description allows a more complete understanding of the total picture of the child.

FOUR TO FIVE – YEAR OLDS

Four to five- year-olds are going through a period of intense and rapid mental development and growth. They are still unable to perform abstract thinking, but are capable of understanding more than they can explain. They have very vivid imaginations, making play a means of learning. However, they cannot distinguish between real and pretend as yet.

Starting school at this age, they are much more concerned with their own identity than with attributes of others. During this period, there is a sense of frustration. It is hard to make choices, to weigh standards of right and wrong, to accept disappointment and discipline. Children at this

stage are trying to establish a personal identity.

The child of 4 or 5 must give up the egotism associated with infancy and begin to see himself as a separate individual. The child is capable of intense love for brothers and sisters, but just as capable of jealousy and hurt when brothers and sisters get too much attention. The child must now learn to postpone the fulfilment of every desire.

During this period of development, basic values are formed and will influence all future learning and subsequent behaviour. Associated with this is the development of the child's own self-image and how he is treated by adults. These factors will influence his internalization and acceptance of values. How he reacts to others will depend upon the feelings he has about himself.

SIX TO EIGHT-YEAR-OLDS

By the age of 6-8 years, children have made the transition to attending school and all that is expected of them in the new role. They are now learning to do what is expected of them, instead of expecting to be immediately gratified. Children are now becoming independent and developing new kinds of relationships – the class teams, scouts, etc.

They are now growing in their ability to work in groups and becoming less dependent on the family and the home. Children this age have now internalized the standards of their parents and are learning to transform them into values which will guide them through life.

From the children's perspective, the whole world has drastically changed during this period. From almost complete dependency on their parents they have progressed to becoming more self-dependent, making their own decisions. Children during this period have a sense of what is fair and unfair, thus, wanting to be treated in a fair way.

Desire for approval and attention is still very desirable at this age. They are usually very cheerful and happy and may be sensitive to others' feelings and emotions.

NINE TO TEN-YEAR OLDS

According to Piaget, egocentricity significantly diminishes through this period and children become cognitively capable of understanding points of view different from their own. They are now eager for new experiences, yet they are somewhat cautious of the unknown. They are capable of talking about the future but true understanding is quite limited. Thus, children of this age seem to be fairly well socialized. They have come to terms with themselves and their place in the family, their groups and school.

Children in this group have special friends, usually of the same sex, but these change frequently. The child will alternate between periods of wanting to be alone and with others.

Although the child of this group still favours a friend of the same sex, there may be some silliness and unruliness when approaching the opposite sex. As the children look forward to adolescence, they have feelings of both wanting to be grown up and wishing to be a child. This duality may cause conflict. Worshipping heroes at this point seems to elevate some of this tension.

ELEVEN TO THIRTEEN-YEAR OLDS

During the early adolescent period, children tend to struggle with the concept of independence. As they begin to realize their dependency on their parents, emotional conflicts arise, causing defiant behaviour. Consequently, they may begin to transfer their affection to peers or popular figures.

At this age, young adolescents are capable of some concrete decision-making. They are capable of developing abstract thinking by generalizing from very concrete data.

During this period the children are capable of self-management and want freedom.

However, they may not be always willing to exercise responsibility. For example, they may want to help determine an activity in the classroom, but may get tired and bored with the choice.

Adolescents may try to be independent and develop their own code of moral and ethical values. In doing so, they become very aware of the behaviour of others, especially adults.

They will begin to criticize the teacher and the parent. For example, if you reprimand your child for a messy closet, he would in turn criticize your closet.

Early adolescence is a time of much physical change. Adolescents are very conscious of their bodies. Due to rapid growth, one part of their body may be out of proportion to another part. Clumsiness may result. Girls become self-conscious about looks and boys are concerned about their strength and height.

In relation to personal grooming, the child may be meticulous or may not care for his own appearance, room and possessions.

The most important thing the teacher may do for this age group is to help them think through issues. If the teacher is able to find realistic answers to problems, the children will be less likely to try to prove themselves. They are willing to listen to chosen adults and especially want to know what their peers think. Classroom discussion, guided by the teacher, is one of the most instrumental techniques in facilitating the adolescent in making choices, decisions and enhancing self-esteem.

CONCLUSION

This is but a general survey of current research and actual behaviour in the classroom. It is hoped that this brief outline of child development may be used as a guideline in teaching. With a more complete picture of the moral development and cognitive stages of the child, perhaps we will be better facilitated to help the child develop his moral value system. The ability to communicate adequately with children and to value their responses will have little impact if the teacher lacks dedication to certain values. According to Piaget, the teacher must be dedicated to growth, to his/her personal growth as well as to the growth of his/ her pupils. This interaction includes personal, social and intellectual growth.

A dedication to growth means that living is learning, and that no matter what the child is doing, he is learning something. The teacher dedicated to growth will attempt to surmise what even her most troublesome pupils are learning and will try to counteract the negative self-images, the feelings of failure and inadequacy that accompany poor academic achievement.

A teacher dedicated to growth must be also dedicated to her own personal growth. She must be willing to try new things, to evaluate their effectiveness objectively, and to discard and modify as the situation warrants. Children do model themselves after the teacher's behaviour. The teacher who reflects in her own behaviour the principles of Education in Human Values is a teacher in the best and most comprehensive sense of the word.

CHAPTER 7

QUESTIONS, ANSWERS AND SUGGESTIONS

1. *Q: Is this a religious program?*

A: This program deals with values which have been and still are basic to all civilizations. It does not advocate one religion over another. That is not its aim. Trinidad and Tobago is a country of many diverse groups – religious, cultural, racial – and our country seeks to educate children to respect all people. An important aspect of achieving the Brotherhood of Man is through the knowledge and understanding of the diversity of cultures and the underlying unity in all.

2. *Q: I think one of the songs is too religious sounding, do I have to use it?*

A: None of the songs in the manual are sectarian. However, if teachers feel uncomfortable with any of the songs, they should use a different one related to the value.

3. *Q: Can I be creative and use my own stories, songs or activities?*

A: After becoming familiar with the E H V Program, most teachers will begin to find other stories which are well suited to a value they wish to teach. They may even wish to relate a story from their own life or from a newspaper story about a child's experience. Creativity is not only encouraged but we would love to hear about the new ideas you have found useful.

4. *Q: Why should I use that quotation if I don't think my children will understand it?*

A: Each teacher is familiar with his or her own group of students. The lessons we have prepared are sample lessons and should be modified to suit your particular group. You are not locked into each lesson as stated. Be wise, be creative.

5. *Q: Do I have to use all five components (Silent Sitting/Tuning In, Quotation, Song, Story, Activity)?*

A: The heart of the E H V Program is in the use of the five components. It is through their use that we touch upon the five basic human values. Through **Tuning In** we are at **Peace**; through **Quotations** we are learning **Truth**; through **Song** we join together in harmony and **Love**; through **Story-telling** we learn about **Non-Violence** and the unity of man; and through **Activities** we develop **Right Action**.

6. Q: *I taught an E H V lesson and when it was all over, I was not sure that the children had really learned that value. How can I find out?*

A: Do not expect to test the children on an E H V lesson in the same way as you do a Math lesson. Our task is to awaken the children's consciousness to an understanding of values and to the practice of right conduct. Listen carefully to what the children say during the lesson, watch their expression, intuitively you will begin to sense what is being absorbed. All lessons do not have to give a stated moral. Children learn through inference and by the example of role models.

7. Q: *There is a quotation from the Bible in a lesson plan, is that allowed?*

A: Presented objectively as part of a secular program of education, the Bible may be "studied for its literary and historic qualities".

8. Q: *How can I be sure that the parents won't complain about what I am doing?*

A: Very often teachers are timid and uncomfortable when beginning a new program. One way of overcoming this is to be sure that parents have a clear understanding of the E H V Program and by following the suggestions listed under School, Home and Community.

9. Q: *I don't have enough time during the day to teach my regular subjects, how can I now teach a new subject, E H V?*

A: E H V is not a new subject. It is the very essence of your day with the children. Take time to do a lesson once a week and integrate it into your daily curriculum.

10. Q: *I cannot fit all five parts of the lesson into one period. What shall I do?*

A: If you find this difficult, these suggestions might help:

- (1) Start with a quotation on Monday morning. Discuss it and when you give your E H V lesson later in the week, have the children recall the quotation.
- (2) If time does not allow for an Art lesson follow-up to be completed, why not do it another time during your Art period?
- (3) E H V creative writing activities may also be completed during a Language Arts period.
- (4) The song or a part of it can be taught during the 'Music' period. Everything will fall in place as you begin to use E H V.

11. Q: *Do I have to follow the manual exactly- doing one lesson after another?*

A: Here again, the teacher may use his or her discretion. Many teachers find that they prefer doing a few lessons in each of the five basic units and then they go back and repeat the sequence. Oftentimes, situations arise in the classroom which call

out for a lesson on Non-Violence. It would be most judicious to seize that opportunity. At other times, you may be talking about Pierre and Marie Curie's discovery and the E H V lesson on Marie and Pierre Curie would be most appropriate.

12. *Q: I think that I might want to do the song after the story, would that be alright?*

A: Of course! Some stories lead right into a song. As stated in the manual, the order of the five components may vary.

13. *Q: Can I sometimes introduce the quotation during the 'Silent Sitting' phase?*

A: Yes, you can. Have the children sit back, close their eyes and listen attentively to the quotation as it is repeated slowly and clearly. Discussion of the quotation follows at the end of the 'Silent Sitting'.

14. *Q: I am not a good singer, can't I just forget about the song and do the rest?*

A: Singing together is a great joy and brings a feeling of love. Children enjoy this and tend not to be critical during group singing. If you are most uncomfortable leading the songs, play a tape and join in with the children. You may, at times, want to pass out copies of the words and learn it together. You may also ask the music teacher in your school to reinforce the singing.

15. *Q: How do I know that this Program is working? For instance, I gave a lesson on sharing the other day, and today I noticed that the children would not share.*

A: The E H V Program should be thought of in terms of short and long term effects. During a lesson, the children may be most responsible and loving. It may even last the whole day. At other times, you may become discouraged and wonder why you do not see immediate results. Sometimes, the results are there and we may overlook them. For instance, a child might pick up some crumpled paper in the corridor and place it in the trash can (something he has never done before) or he might offer to help another child when a Math problem is not understood. There are, of course, setbacks to contend with, too. One day you are sure that George has changed and the next day he is unkind again. Then there are long term effects. You have made, without a doubt, an impression on the child's awareness. Perhaps six years from now, one of your ex-students will come up to you and say, "Remember when we used to talk about optimism? Well, I have never forgotten it. The other day, it helped me when..." Yes, it will happen. Be patient.

CHAPTER 8

PRESENTING E H V TO

SCHOOLS, HOME AND THE COMMUNITY

Through the ages when children were sheltered within the limits of the home and the village, and when human values were part of daily living, it was the influence through the practice of the elders in the family that fundamental values of life were transmitted from one generation to the next. The home was the nursery for imbibing values, and for setting standards of behaviour expected by society from its members. We are also familiar with the character-building impact that grandmother's tales of wisdom and prowess had on the impressionable minds of children before they dozed off to a peaceful sleep.

But times have changed now. Increasing urbanization has led to growing disruption of the family structure. Rapid industrial development and modernization have exposed society to other cultures and to what appears to be conflicting values. The impact of movies, television and other mass media has been the most devastating.

Today our environment is tremendously negative. Starting with the morning papers and through the day in classrooms, offices and homes, one finds people sunk in depression and filled with anxiety and tension. Patterns which most parents would not allow in their homes receive wide attention on television, in movies and newspapers.

In addition to this, the young child is quick to reason out and discover the dichotomy between precept and practice. A student is not geared to inculcate human values when he sees and experiences the glorification of the very opposites in society at large. The pollution of the mental and social environment cannot but have the deepest negative impact on children.

School is the most appropriate starting point where we can begin to make some changes. It has been said that it is in the schools that the 'destiny of the nation is shaped'. The child comes to school to learn and is in a mood to absorb knowledge. There are always a few teachers in any school to whom children look for direction and advice.

We must, therefore, attach the greatest importance to the role of the teacher in imparting education in human values. His personality, behaviour and enthusiasm will prove to be the deciding factor.

Education in Human Values should follow three steps:

1. Children should gain an understanding of the basic human values.
2. Children should be inspired and motivated to follow these values in everyday living.
3. The school should organize service activities in which the learning can sink deeper.

Thus, the curriculum should have an integrated approach, integrating it with the whole school program as well as through a direct teaching method.

HOW TO GET EHV STARTED IN YOUR SCHOOL

You have read Part One; you have already been trained. You have in your possession a series of lesson plans – now is the time to remember that “Knowledge without action is useless.”

Here are some step by step suggestions to get the E H V Program started in your school.

1. Start in your classroom.
 - (a) Choose a values lesson. Become totally familiar with the format and the materials you will be using. Share with the children the idea that all of you will be experiencing a new adventure, a special time.
 - (b) It would do well for the class to move to a special seating arrangement (forming a circle at the back of the room is great) and proceed with the format as outlined in the E H V Program Manual.
 - (c) Use your bulletin board to display the children’s work.
 - (d) Print the values taught, i.e., KINDNESS, SHARING on separate cards and place them in a prominent position in the classroom.
 - (e) Refer to the lessons and the values taught when you see the need for it, i.e. an argument on the playing field.
 - (f) Give the children time to share their experiences, telling incidents in which they recall the values.

E H V Awareness and Participation in School.

Now that you have used the program in your classroom and have gained confidence, you are ready to foster school awareness and participation.

2. Discuss the program more fully with your administration.
3. Set up a committee for the promotion of EHV in your school.
4. Plan a staff seminar devoted to an explanation of EHV.
5. Aim for EHV teacher training of staff and administration.
6. Invite teachers and administrators into your classroom for informal observation of EHV lessons.
7. Display students’ work in EHV themes.

8. Develop a school-wide poster contest dealing with the theme “Love is”.
9. Plan a “Kindness Week” or another values theme for all classes or have each class select one theme and present it to the school.
10. Plan projects so that children may become aware of animal and environmental care.
11. Video tape an EHV lesson for use in P.T.A. meetings.
12. Create a class or school newspaper devoted to the students’ EHV creative work.
13. Plan visits to natural habitats, social agencies, etc.

E H V Awareness and Participation in the Home

“Home and school are a microcosm of society and the values that we would like society to achieve can only be learned at home or at school or both.”

- Rt. Hon. The Earl of Listowel-

A vital part of the EHV program is strengthening the link between the school and the home. Here we have an opportunity for the child to share with his family his values learning and provide for the reinforcement of such values in everyday relationships. The family unit can once again be a place for talking and sharing and loving.

1. Send home a short explanation of the EHV program.
2. Plan for a parent orientation to the program in your classroom.
3. Together with the P.T.A. plan for a meeting on EHV.
4. Plan parent workshops, giving EHV demonstration lessons.
5. Send home progress reports of the students in the EHV program.
6. Invite parents to your classroom to share their experiences (remembrances of childhood teachings, story-telling).
7. Invite parents of different cultural backgrounds to share their way of life so that children may experience the unity in diversity.

EHV Awareness and Participation in the Community

EHV is a multi-faceted program. It aims for integration within the school curriculum and recognizes integration with the home and community as well.

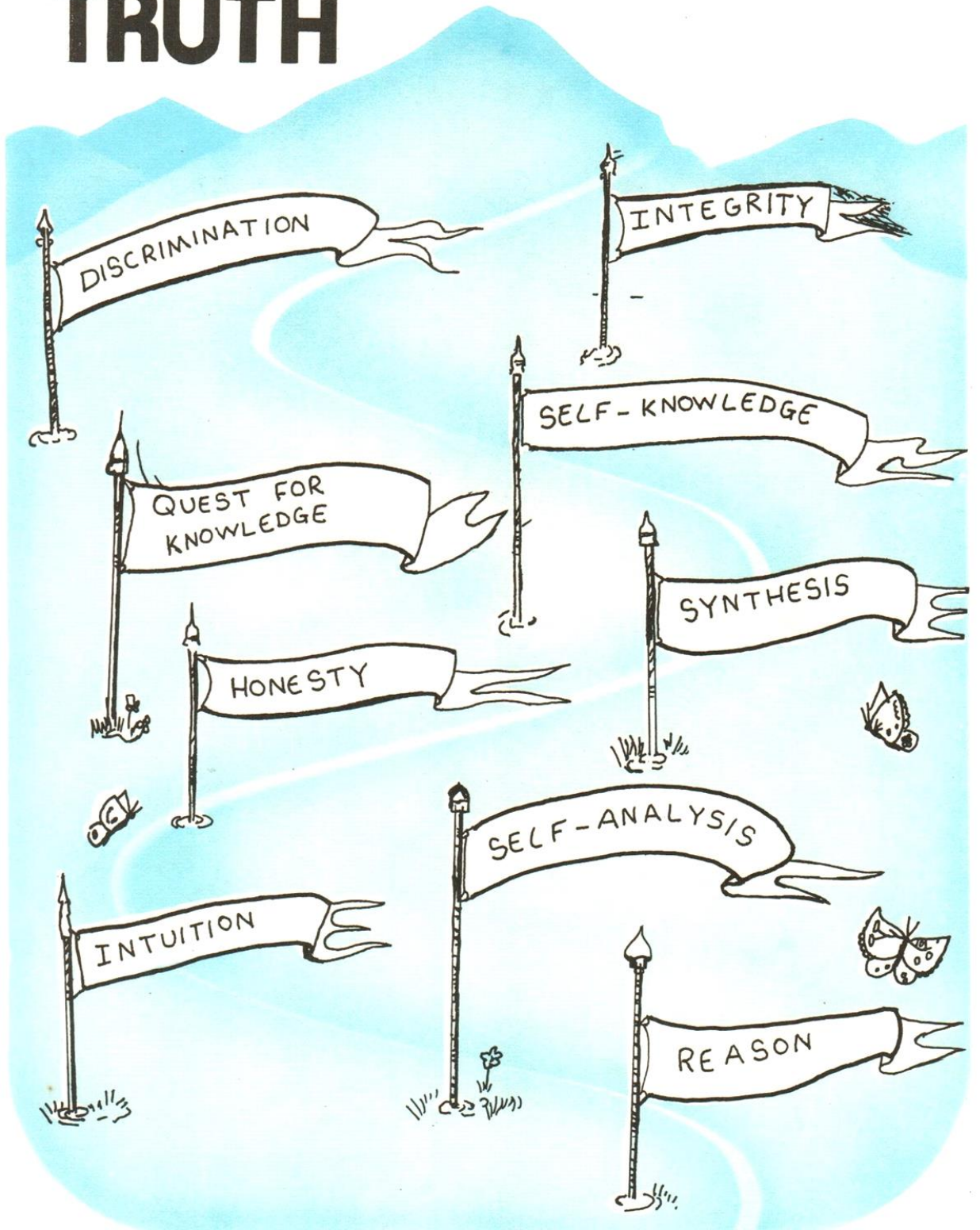
We acknowledge that attitudes in the home and in the community are reflected in schools and so we must extend EHV into all three areas.

It is of utmost necessity to view the EHV program as part of the community. Develop a warm, close, working relationship with community groups.

1. Meet with fraternal groups (Kiwanis, Lions, Rotarians, etc) and explain the EHV program in terms of its positive force in the community.
2. Visit a local store and invite the merchant to come to class and describe the effect of shoplifting on all people.
3. Meet with religious leaders and plan inter-faith visits.
4. Meet with private schools in your area. Explain the EHV program and its possible use in their school. Offer to teach an EHV lesson to Sunday School or Saturday religious classes.
5. Invite the local police, fire, sanitation, environmental agencies, etc. to the classroom to discuss children's responsibility.
6. Invite the Society for the Prevention of Cruelty to Animals to school for a talk on animal care.
7. Contact hospitals and see in which way your students can do service projects.
8. Send EHV creative writing and art work to the newspapers. Write articles portraying the effect of EHV on children.
9. Have your students become aware of the problems facing their community (littering, poverty, vagrancy, drugs, unemployment, etc) and invite community leaders to come in and speak on these topics.

PART TWO

TRUTH



CHAPTER 9

WHAT THEY SAY ABOUT: TRUTH

DR. ABRAHAM H MASLOW

“Only **truth** itself can be our foundation, our base for building.”

“It is because both science and religion have been too narrowly conceived, and have been too exclusively dichotomized and separated from each other, that they have been seen to be two mutually exclusive worlds.”

“The ultimate disease of our time is valuelessness; . . . that this state is more crucially dangerous than ever before in history, that something can be done about it by man’s own rational efforts.”

DR. MARIA MONTESSORI

“It is the spirit of the child that can determine the course of human progress and lead it perhaps even to a higher form of civilization.”

DR. JEAN PIAGET

“. . . . ‘that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms is really to create individuals capable of intellectual and moral autonomy and of respecting this autonomy in others. . . .’”

“Logic is never innate to the child. . . , if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning.”

JOHN DEWEY

“. . . the social conditions and social consequences of personal action, are now (post-industrial revolution) brought to explicit consciousness so that they require searching thought and careful judgement in a way practically unprecedented formerly. It indicates that reflection is morally indispensable.”

UNIT 1- TRUTH

LESSON: 1

SUB-VALUE: **Curiosity**

AGE: 5 – 7 years

TIME: 20 minutes

OBJECTIVE: *Children will be encouraged to find out more about the things around them.*

1. **SET INDUCTION:**

When you see something new/find something/are told something, do you ask questions?

Why / Why not?

How can you find out more about something?

The teacher shows the pupils a sketch / picture of a volcano and asks a few questions about it.

2. **SILENT SITTING / TUNING IN:**

3. **QUOTATION/ THOUGHT FOR THE DAY:**

'We learn by wanting to find out.'

4. **STORY:** *'Rasheed Wanted to Find Out'*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What is the boy's name in the story?
2. Where does he live?
3. Where did he go to spend a weekend?

4. Where were Rasheed and his friends going?
5. What happened on the way?
6. If you were Rasheed, what would you have done?
7. How did the teacher feel about Rasheed's story?
8. Who went with him to find out about the noise?
9. What did they discover?
10. Is it good to want to find out about things? Why / Why not?
11. What are some of the things that you are curious about?
12. What do you learn from the story?

6. **ACTIVITY CHOICES:**

- (a) Pupils make mounds or volcanoes with clay / plasticine.
- (b) The teacher encourages the pupils to chat about new experiences / discoveries.

7. **SONG:** ' *I like to know, I like to know* '

8. **FOLLOW – UP AND LIFE APPLICATION:**

The teacher organizes a field trip to either:

- (a) the Devil's Woodyard Mud Volcano in Princes Town.
- (b) the Mud Volcano in Dicity.
- (c) or A Visit to a Place of Interest.

RASHEED WANTED TO FIND OUT

Rasheed was a kind and obedient boy who lived with his parents in Central Trinidad. Rasheed liked to play games and read books. He also liked to ask questions about things he did not understand, and the strange things around him.

It was two weekends before Divali or rather a full moon weekend, when Rasheed's parents decided to spend some time with their relatives at Digity – a village off Debe in South Trinidad.

Some of the village boys were going to cut bamboo for their Divali Celebrations. Rasheed asked his parents' permission to go with them. As they walked by, Rasheed had many distractions. The boys knew that he was not accustomed to the pathway so they took little notice of his behaviour. Something distracted Rasheed so much that he did not accompany the boys any further.

Rasheed heard an odd noise coming from the nearby bushes. It was a low, rumbling noise. He stood still, his heart skipped a beat. He became afraid and his hair stood on end. He tried to run but could not move. He tried to call for help but he had no voice. The noise ceased, or at least he thought so. He felt a hot gush of blood run to his face and he thought a long hand was about to grab him. In a split second, he did not know how, but he found himself running fast, very fast towards his uncle's home.

His mother was in the kitchen busily helping his aunt. His father and uncle were playing a game of draughts. He knew he must not disturb his father, so he ran to the kitchen. His mother, not paying any notice of him, said, "Oh Rash, I'm glad you're back. Could you bring some water from the barrel across the road?" Still breathless and nervous, Rasheed brought the water. As he was about to tell his mother about the strange noise, his aunt asked him to take some juice to his uncle and father. Rasheed was not getting a chance to talk.

As Rasheed was swinging in the hammock he wondered- "Was it a spirit or a ghost? ... Was it an animal?...Was it some kind of bird ...or was it just his imagination?"

It was almost five o' clock. Rasheed could hear the village boys outside. They were laughing heartily, and some were sucking pieces of sugar cane. Rasheed feared they might laugh at him if he told them of his experience, so he just kept quiet.

That night Rasheed did not sleep a wink. That noise kept coming to him.

Even at school the next day, Rasheed yearned to tell his teacher about the strange noise. Perhaps his teacher might dismiss him. Eventually he mustered enough courage to tell his teacher. To his surprise the teacher was very interested and went to Rasheed's home.

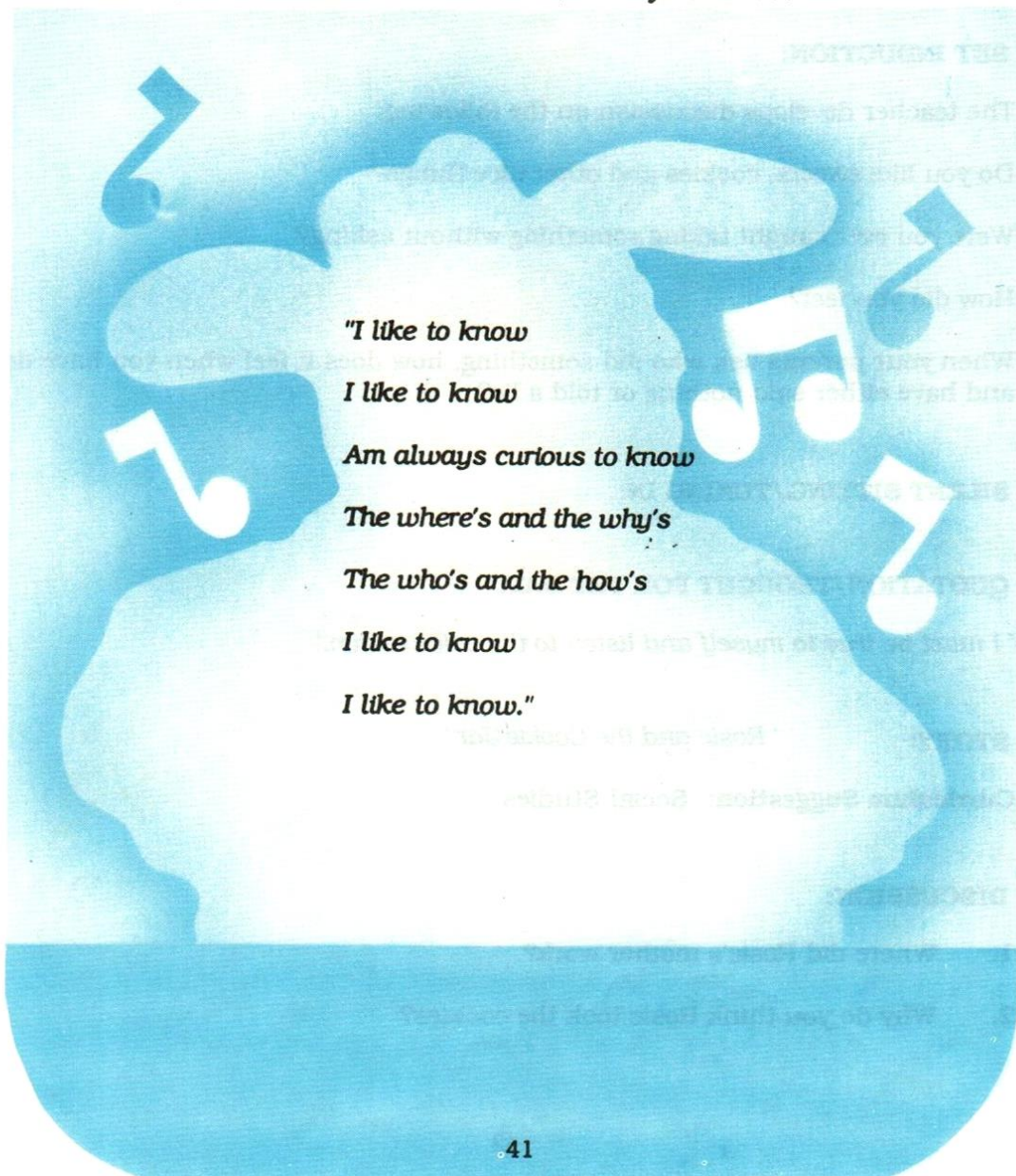
After chatting for a while they decided to go to Digity. In a short while they were at the uncle's home. Within a few minutes Rasheed and the others set off in the direction of the noise. Rasheed grew more and more excited as he heard the many stories about the noise.

Rasheed's heart thumped louder and louder as they approached the place. Suddenly Rasheed said "Sh!..sh!.. listen!" Everyone became quiet. They were sure they heard a noise....then it ceased. They moved in the direction of the noise. They were scared at what they saw.

Immediately the teacher knew what it was. He called them aside and explained it all.

The next day Rasheed was very busily engaged in telling his friends about the Mud Volcano at Dighy.

SONG: To be sung to the tune of : "This Old Man, He Plays One"



UNIT 1- TRUTH

LESSON:	2
SUB VALUE:	Integrity
AGE:	7-9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will develop integrity as a vital aspect of good character.</i>

1. **SET INDUCTION**

The teacher develops discussion on the following:

Do you like sweets, cookies and other nice things?

Were you ever caught taking something without asking?

How did you feel?

When your parents ask who did something, how does it feel when you have done it and have either said nothing or told a lie?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT FOR THE DAY:**

'I must be true to myself and listen to the voice within.'

4. **STORY:** ' Rosie and the Cookie Jar'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where did Rosie's mother work?
2. Why do you think Rosie took the cookies?

3. How do you think Rosie felt when the cookie jar was broken?
4. If you were Rosie, what would you have said to your mother about the cookie jar?
5. What would you have done?
6. How did Rosie react when she saw her finger bleeding?
7. How do you think Rosie felt after she had spoken the truth?
8. How did her mother feel when Rosie spoke the truth?
9. Did you expect her to be punished?
10. Do you think it is fair to be punished when you have told the truth?
11. Discuss if it is better to tell the truth and be punished or to lie to avoid punishment.

6. **ACTIVITY CHOICES**

- (a) Have the pupils:
 - i. mime Rosie's reaction/behaviour when she saw her finger bleeding
 - ii. mime Rosie stretching her hands into the cookie jar.
- (b) Have the pupils role-play the scene between Rosie and her mother.

7. **SONG:**

"What is the meaning of integrity?"

8. **FOLLOW – UP AND LIFE APPLICATION:**

The pupils are asked to keep a record of occasions when they spoke the truth although they felt that the consequences might be unpleasant. These experiences will be shared at the end of the week.

ROSIE AND THE COOKIE JAR

The cool gentle breeze swayed the branches to and fro as the round, golden sun seemed to sink beneath the shimmering waters. The waves came by slowly and broke lazily against the rocks. The many coconut trees seemed to be stretching their trunks and heads towards the sea. A few metres away from these trees nestled the fishing village of Cedros.

In this village lived a seven-year-old girl named Rosie. On evenings Rosie and her brother, Robbie, sat listening to many interesting stories told by their grandmother. They learnt many lessons from the stories. They liked to chat with their grandmother who always encouraged them to be as strong as the rocks on the seashore.

Most of the people of the village were fishermen. Rosie's mother was a vendor at the Cedros Market. She worked very hard to maintain her mother and two children. On evenings she often brought home sweets, cookies and fruits. The cookies were kept in a glass jar which her mother had received as a Christmas gift from one of the neighbours.

One day when their mother had gone to the garden, Rosie and Robbie were left at home. Rosie had a great urge to eat the cookies and looked longingly at the glass jar. The more she looked, the more she felt like eating them. Rosie could resist no more; she hurriedly climbed on a small bench, stretched her hand and dipped into the cookie jar. In her excitement the bench tilted and down came Rosie followed by the loud crash of the cookie jar. Rosie was terrified....Quickly she began to take up the pieces of broken glass. As she did so, she got several minor cuts on her fingers. On seeing the blood she became frightened and upset. She ran into the bedroom and held the white sheet around her fingers until the bleeding had stopped. She became more frightened when she saw the sheet stained with blood.

Rosie took a pair of scissors, cut off strips of cloth and tied her fingers. At the moment she did not realize that she was cutting her grandmother's *orhni*.

When her mother returned that evening she found Rosie crying. On questioning her and getting no reply the mother checked and saw cookies and pieces of broken glass on the floor. There and then she understood that her treasured cookie jar was missing. Although she was angry her mother coaxed Rosie to tell her what had happened.

At first Rosie was scared. She was tempted to say that Robbie had done it, but something within her told her that she should be brave and courageous. She said: "I I broke the cookie jar, Ma." She paused a while and continued,... " and I stained the white sheet, and I didn't know that it was Nanny's.....Nanny's....." Rosie began to cry again and held out her wrapped fingers, but she continued, "...Nanny's *orhni* I cut to tie my fingers. I am very sorry Ma."

Even though her mother was very angry and wanted to punish Rosie, she became pleased having heard the truth from Rosie. She felt proud and happy within and said: " I am very pleased that you told the truth; you must always be brave and speak the truth." So saying, she gave Rosie a warm hug.

WHAT IS THE MEANING OF INTEGRITY?



What is the mean-ing of in-teg-ri-ty?



It means that I lis-ten to the God in me.



It means I will speak of the truth I see.



It means you can trust in my hon-est-y.



It means you can al-ways count on me.



What is the mean-ing of in-teg-ri-ty?



It means you can al-ways count on me.



UNIT 1 – TRUTH

LESSON 3

SUB- VALUE: **Honesty**

AGE: 7 – 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize that honesty brings happiness.*

1. **SET INDUCTION:**

Discussion is developed on the following questions:

Has anyone ever lied to you?

How did you feel about that person?

Did you trust him/her later?

When you tell a lie, how do you feel?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Be honest in thought, word and deed.'

4. **STORY:** *'Mercury and The Woodman' (Aesop Fables)*

Curriculum Suggestion: Social Studies.

5. **DISCUSSION:**

1. Why was the woodman unable to take his axe out of the river?
2. Who was looking at him?
3. Why did the woodman refuse the axes of gold and silver?

4. If you were the woodman, what would you have done?
5. What qualities do you observe in him?
6. How was he rewarded?
7. How did you feel when he got the axes of gold and silver? Why?
8. What did the second woodman do when he spotted the golden axe?
9. What would you have done?
10. Why did he have to go home empty-handed?
11. In what ways is he different from the first woodman?
12. What lesson do we learn from this story?

6. **ACTIVITY CHOICES:**

- (a) The pupils are led into a discussion of various acts which constitute 'honesty'. This is followed by a writing exercise which takes the following form:
Honesty is telling the truth,
Honesty is being fair when playing games,
Honesty is finding the owner of a coin.....
- (b) Write a story or poem about returning something which you found and wanted very much.
- (c) Have the pupils role-play the scene between Mercury and each of the woodmen.
- (d) From the story, draw any scene that you like.

7. **SONG:** *'Goodbye; (to the tune of Mexican Hat Dance)*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Starting today and for the rest of this week, keep a record/log of every occasion when you practised 'honesty'. These experiences will be shared at the end of the week.

MERCURY AND THE WOODMAN

Once there was a woodman, who, quite by accident, dropped his axe into a river. He tried desperately to recover it, but the river was very deep and fast running at that spot, and try though he did, he could not reach it. Without his axe he could not work. His family would starve.

Mercury, who was one of the ancient gods, saw the woodman trying to recover his axe and took pity on him.

“I will get your axe for you,” he said. He dived, as straight and as swiftly as an arrow to the riverbed and returned with an axe made of pure gold.

“That is not mine,” said the woodman and refused to take it when Mercury offered it to him.

Mercury dived to the riverbed again and returned with an axe made of pure silver. The woodman shook his head.

“That is not my axe either,” he said.

Mercury was impressed by the woodman’s honesty and he gave him both the gold and silver axes as a reward.

News of the woodman’s good fortune soon spread. Another woodman went to the same part of the river and deliberately dropped his own axe into the water. He cried and moaned, and pretended he was trying to reach it, but all the time he was waiting for Mercury to appear. Mercury *did* appear. He dived to the riverbed as he had done before and returned with another golden axe.

“That’s mine! That’s mine!” cried the woodman eagerly, and tried to snatch the gleaming axe from Mercury’s hand.

Mercury knew, of course, that it wasn’t. He and the golden axe disappeared. The woodman’s own axe was left lying at the bottom of the river, where all could see it, but no one could reach it, and the greedy woodman had to go home empty handed.

GOODBYE
(to the tune of Mexican Hat Dance)

Think what will hap - pen if you tell lies.

Sure - ly it will come as no sur - prise.

When all your friends say to you ~~"We're wise."~~

We don't trust you, so good - bye! (SPOKEN) Good - bye!!

UNIT 1- TRUTH

LESSON:	4
SUB-VALUE:	Truthfulness
AGE:	7 – 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Children will recognize the need to speak the truth at all times.</i>

1. SET INDUCTION

Pupils enact the following: Marsha's mother sends Marsha to buy a few items. She returns with incorrect change which she gives to her mother, who suspiciously questions her. Just at that moment, the vendor brings the difference in change and apologizes. The teacher questions pupils:

Why was Marsha's mother suspicious?

Did Marsha take the change?

2. SILENT SITTING/TUNING IN:

3. QUOTATION/THOUGHT FOR THE DAY:

'I must always speak the truth,'

4. STORY: 'Joseph's Decision'

Curriculum Suggestion: *Social Studies.*

5. DISCUSSION:

1. Where was Joseph living?
2. What did he do on most Sundays?
3. Who was his friend?
4. Why do you think Harry stole the mangoes?

5. What did Joseph tell the man?
6. If you were Joseph, what would you have said?
7. What do you think was the lesson taught to Joseph in Sunday school that morning?
8. Did he put that lesson into practice? How?
9. How would you feel about a friend who tells lies?
10. Would you tell a lie to help a friend?

6. **ACTIVITY CHOICES:**

- (a) Have pupils role-play the story.
- (b) Have pupils draw scenes which appeal to them from the story.
- (c) Map work- On a map of Trinidad locate the village of Moruga.
- (d) Pupils are asked to write a paragraph on the important historical event linked with the village of Moruga.

7. **SONG:** *'Never Tell a Lie'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

- (a) The teacher requests each pupil to keep a record of each time he/she speaks the truth.
Pupils will share their experiences at the end of the week.

JOSEPH'S DECISION

In the quiet village of Moruga, there lived a little boy named Joseph. He was very smart and studied hard at school. He attended Sunday School regularly and made an effort to practise what he had been taught.

One Sunday afternoon, Joseph sat under a mango tree, reading. The bushes near the mango tree were short and thick. Suddenly he heard a noise. He looked up and saw his friend, with a bag on his shoulder, running down the road.

Joseph became very curious, he wanted to know why Harry was running at such speed. As he looked in the other direction he saw a man and a dog running towards him. The man was holding a stick while the dog barked ferociously.

“You, you see any... anybody pa...pass here boy?” stammered the man. Joseph became worried.

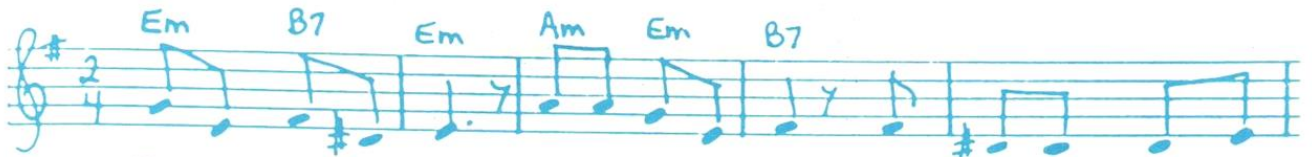
He thought, “Like Harry tief de man mango or what,.... ah wonder if ah should tell de man?”

Joseph reflected, “...But Harry is meh good, good frien’,..... ah wonder what to do.”

Immediately the lesson taught in Sunday School that morning flashed across his mind. Slowly he said, ”Ah really see ah boy run dong de hill oui,....weh he do?”

“He....he tief meh...meh mango, man!” shouted the man furiously as he and his dog continued to chase Harry.

NEVER TELL A LIE



Em B7 Em Am Em B7

Ne-ver tell a lie, e-ven if in fun. 'Cause if you've told a

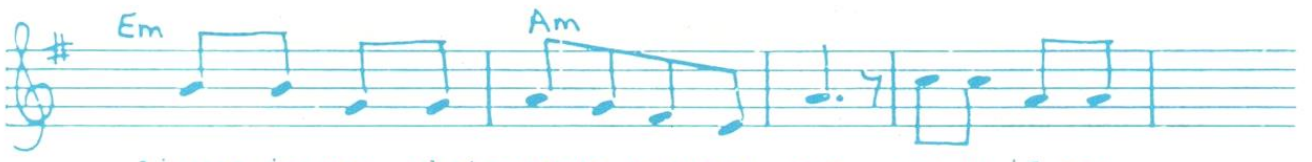
Detailed description: This is the first musical staff, written in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The melody consists of eighth and quarter notes. Chord symbols Em, B7, Em, Am, Em, and B7 are placed above the staff. The lyrics 'Ne-ver tell a lie, e-ven if in fun. 'Cause if you've told a' are written below the staff.



Em Am

lie, dam-age has been done. Then no-bod-y be-


Detailed description: This is the second musical staff. The melody continues with eighth and quarter notes. Chord symbols Em and Am are placed above the staff. The lyrics 'lie, dam-age has been done. Then no-bod-y be-' are written below the staff.



Em Am

lieves in you, what- ev-er you may say, e-ven if you

Detailed description: This is the third musical staff. The melody continues with eighth and quarter notes. Chord symbols Em and Am are placed above the staff. The lyrics 'lieves in you, what- ev-er you may say, e-ven if you' are written below the staff.



Em B7 Em

Speak what's true and say it all the day. So

Detailed description: This is the fourth musical staff. The melody continues with eighth and quarter notes. Chord symbols Em, B7, and Em are placed above the staff. The lyrics 'Speak what's true and say it all the day. So' are written below the staff.



E B7

al-ways tell what's real. Yes, al-ways say what's true.

Detailed description: This is the fifth musical staff. The melody continues with eighth and quarter notes. Chord symbols E and B7 are placed above the staff. The lyrics 'al-ways tell what's real. Yes, al-ways say what's true.' are written below the staff.



E

Oh how good you'll feel, and we'll all be-lieve in you.

Detailed description: This is the sixth and final musical staff. The melody concludes with eighth and quarter notes. A final chord symbol E is placed above the staff. The lyrics 'Oh how good you'll feel, and we'll all be-lieve in you.' are written below the staff.

UNIT 1 – TRUTH

LESSON: 5

SUB-VALUE: **Quest for knowledge**

AGE: 9 – 11 years

TIME: 35 minutes

- OBJECTIVES:**
- i. Pupil will become aware of Dr. Williams’ relentless quest for knowledge.
 - ii. Pupils will be inspired by Dr. Williams’ example.

1. **SET INDUCTION:**

The teacher uses a picture of Dr. Williams. Discussion focuses on the picture:

Do you know the person in the picture?

What do you know about him?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to close their eyes, sit quietly and listen to the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

“..... You carry the future of Trinidad and Tobago in your schoolbags.”

4. **BIOGRAPHY:** *‘From Bright School Boy to First Prime Minister’ (Adaptation)*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Which secondary school did young Eric attend?
2. What was his favorite subject?

3. Why did he work very hard at his studies?
4. What do you understand by the word 'knowledge'?
5. Why do you think he had such a great desire to gain knowledge?
6. What field did Dr. Williams enter when he returned to Trinidad?
7. How did he show his concern for the Nation's children?
8. How many 'firsts' was Dr. Williams able to achieve?
9. Why is he known as 'The Father of the Nation'?
10. If a person is interested in seeking knowledge, what qualities must he have?
11. What must he be prepared to do?
12. What benefits can you gain from seeking knowledge?
13. How can a country benefit from having many people who eagerly seek knowledge?

6. **ACTIVITY CHOICES:**

- (a) The teacher requests the pupils to write a composition on the following topic:
"If I were the Prime Minister of this country, what I would do to help the children of the Nation."
- (b) The pupils discuss the following quotation: *"Knowledge is the key to success."*

7. **SONG:** *'God Bless Our Nation'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

- (a) The pupils are asked to find out more about Dr. Williams' boyhood days.
- (b) The pupils are asked to find out the titles of other books written by Dr. Eric Eustace Williams.

FROM BRIGHT SCHOOL BOY TO FIRST PRIME MINISTER

On 25th September, 1911, a very humble couple – Eliza and Henry Williams – became the proud parents of their second child, whom they named Eric Eustace Williams. They took great care of him since their first child had died. As a little boy, Eric was very brilliant and eager to learn. He studied diligently and gained entrance to Queen’s Royal College.

Life was not easy for Eric as his parents faced financial difficulties and had to change lodging at least eight times. This, however, did not prevent young Eric from pursuing his studies. As a matter of fact, Eric did not let anything stand in his way. He did not have many facilities or opportunities like the children of today. For example, he had never seen a movie since his parents could not afford it. For entertainment he attended band concerts at the Botanical Gardens. Special thrift was exercised in the buying of clothes, books and food but again this did not dampen his spirits.

Eric, being the oldest child in the family, performed many chores during his boyhood days. He was the chief salesman for the tasty cakes and bread which his mother made. In spite of all the obstacles Eric was determined to increase his knowledge.

He was not only a scholar but also an active sportsman. He enjoyed sports as much as he enjoyed his studies. From his boyhood days he participated in many games which included cricket and football. During a football game Eric injured himself and because of poverty he did not receive medical attention. Doctors feel that this injury may have affected his hearing as he grew older. He continued to make distinct progress at Queen’s Royal College from where he was awarded a scholarship to Oxford University in England. At this university Eric excelled in his studies gaining his doctorate in the field of History.

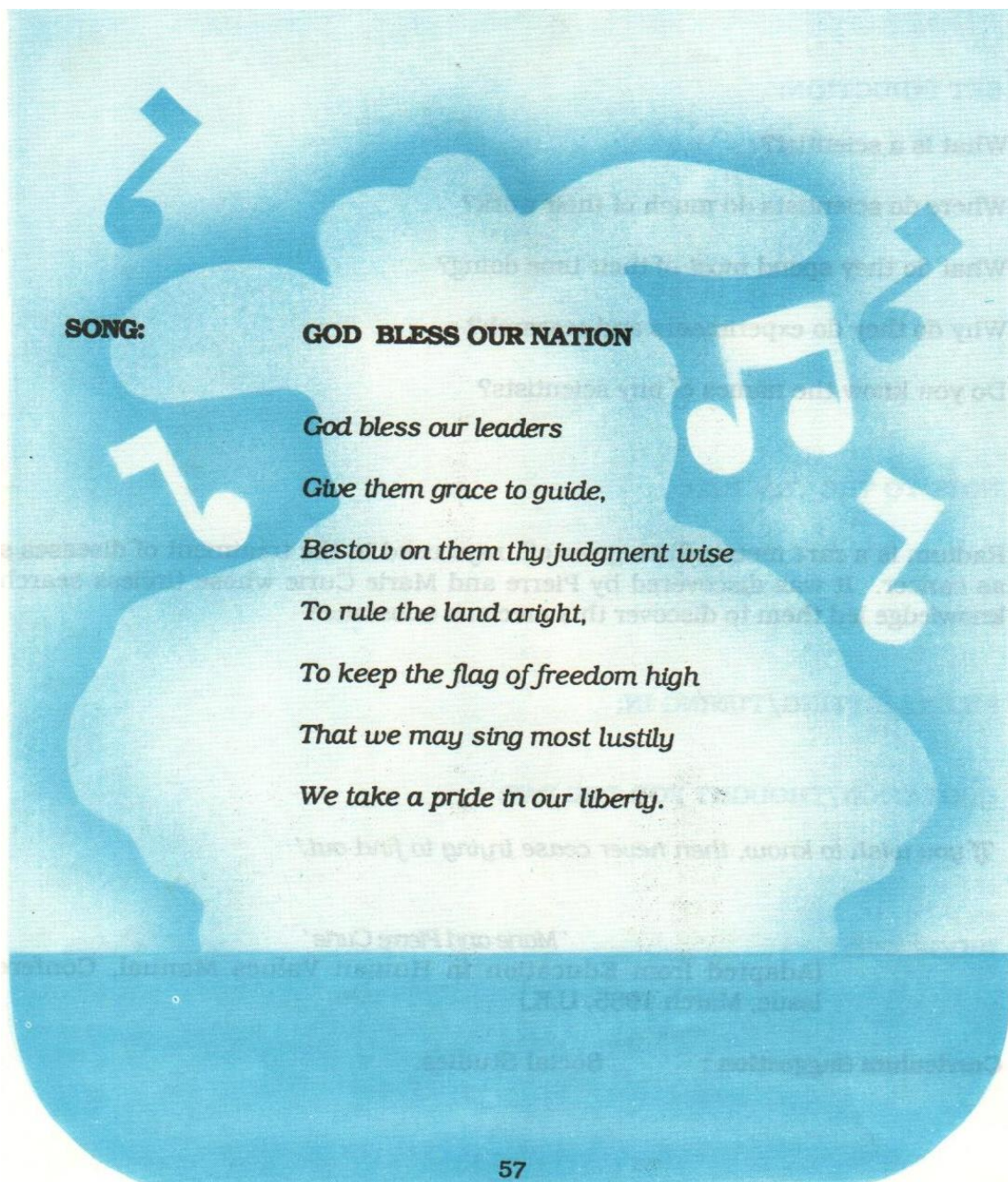
On his return to his native land he entered Politics and gained prominence rapidly. He conducted a series of meetings throughout the country to educate people on the politics he had in mind. Working hand in hand with Mr. Albert Gomes, he gave many inspiring lectures on West Indian History and Federation at the Trinidad Public Library. He also lectured at Woodford Square and won the confidence of many who attended his meetings. Meanwhile, with his hard work and the strong support that he received, a new political party was formed – The People’s National Movement – which won the General Elections in 1954.

Dr. Williams, being the leader of the party, assumed the office of first Premier of Trinidad & Tobago.

Dr. Williams not only gained success in Politics but also made rapid strides as a historian. He is one of the world’s most renowned historians. Among his books are: *‘History of the People of Trinidad & Tobago’* and *‘Inward Hunger’*. The many difficulties which he faced as a child instilled in him a deep concern for the children of Trinidad & Tobago. He strove to provide ‘free’ secondary education for them. His well-known words addressed to the children of Trinidad & Tobago on 30th August, 1962 were as follows:

“..... to your tender and loving hands, the future of the Nation is entrusted. In your innocent hearts the pride of the Nation is enshrined. On your scholastic development the salvation of the Nation is dependent..... when you return to your classes after Independence remember therefore, each and every one of you, that you carry the future of Trinidad and Tobago in your school bags.”

Dr. Eric Eustace Williams, politician and renowned West Indian historian, led this country from Colonialism through Independence into Republican Status. He was the first political leader of the People’s National Movement, the first Premier and also the first Prime Minister of Trinidad & Tobago – an office which he held from 1962 until his death on 29th March, 1981. His unswerving dedication led to these numerous achievements, which earned him the title ‘*Father of The Nation.*’



SONG: **GOD BLESS OUR NATION**

*God bless our leaders
Give them grace to guide,
Bestow on them thy judgment wise
To rule the land aright,
To keep the flag of freedom high
That we may sing most lustily
We take a pride in our liberty.*

57

UNIT 1 – TRUTH

LESSON: 6

SUB VALUE: Spirit of Inquiry

AGE: 9 – 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize the importance of inquiry.*

1. SET INDUCTION:

What is a scientist?

Where do scientists do much of their work?

What do they spend most of their time doing?

Why do they do experiments and research?

Do you know the names of any scientists?

NOTE TO THE TEACHER:

Radium is a rare metal which gives off rays used in the treatment of diseases such as cancer. It was discovered by Pierre and Marie Curie whose tireless search for knowledge led them to discover this precious substance.

2. SILENT SITTING/TUNING IN:

3. QUOTATION/THOUGHT FOR THE DAY:

‘If you wish to know, then never cease trying to find out.’

4. BIOGRAPHY: ‘Marie and Pierre Curie’

(Adapted from Education in Human Values Manual, Conference Issue, March 1985, U.K.)

Curriculum Suggestion: Social Studies.

5. **DISCUSSION:**

1. What interested Marie when she was quite young?
2. What did Marie and Pierre discover?
3. For what is radium used?
4. Which award was given to the Curies?
5. What qualities brought them success?
6. What outstanding achievement is associated with the name, Marie Curie?
7. Can you name any single quality that was responsible for that achievement?
8. How do you feel when you discover something?
9. Why is scientific inquiry so important?
10. Do you know of any other important discoveries in the field of medicine?

6. **ACTIVITY CHOICES:**

- (a) Locate on a map of the world the following places:
Warsaw, Poland, France, Paris.
- (b) Write about something you have discovered. It need not be about a thing or an object. You can write about finding out the truth concerning something or someone; or something you have discovered about yourself.

7. **SONG:** *“If you think you’re beaten”*

8. **FOLLOW – UP AND LIFE APPLICATION:**

Each pupil is to read the biography – or part thereof – of a famous scientist and write a short report to be presented to the class.

The pupils must be guided to focus on how the search for truth affected the scientist’s life, as well as the obstacles he/she encountered and overcame in his/ her quest.

Suggestions: Sir Isaac Newton, Alexander Graham Bell, Guglielmo Marconi, Albert Einstein, Louis Pasteur, Sir Alexander Fleming, Edward Jenner.

IF YOU THINK YOU'RE BEATEN, YOU ARE

1. If you think you're beat-en, you are. spoken YOU ARE.

If you think you dare not, you don't. spoken YOU DON'T.

If you'd like to win, but you think that you can't, it is

al- most for cer-tain that you won't. spoken YOU WON'T.

If you think you'll lose, you're lost. spoken YOU'RE LOST. For

out in the world you will find, suc- cess be-gins

with a per-son's will. It's all in the state of mind.

2. If you think you're out-classed, you are. spoken YOU ARE. You've

A7 D
got to think high to rise. spoken BE A STAR! You've

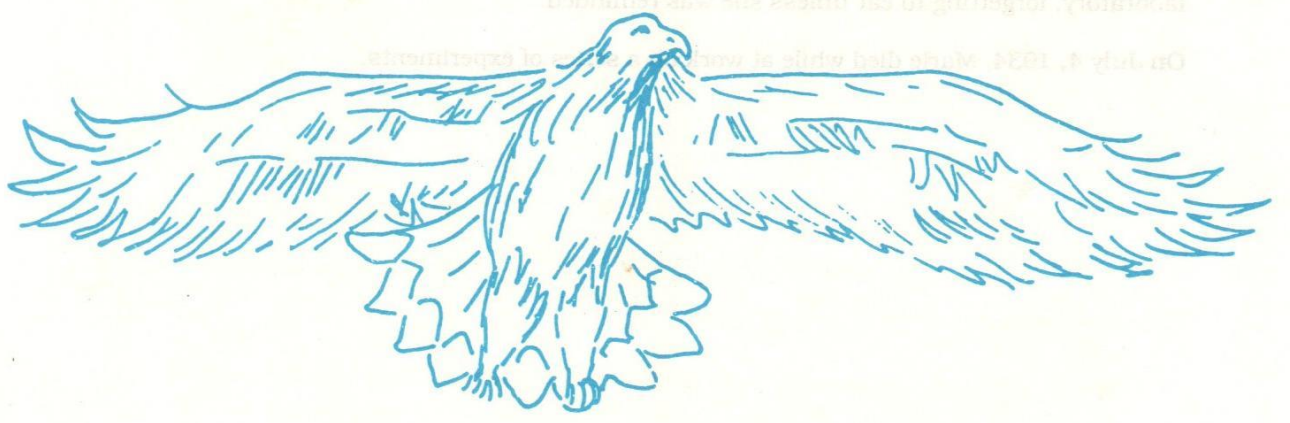
G
got to be sure of your- self be- fore you can

D A7 D
ev-er real-ly win a prize. Life's bat-tles don't al-ways

Em A7 D
go to the strong-er or fast-er one. But

Em
soon-er or lat-er the one who wins is the

A7 D
one who thinks he can. spoken HE CAN!



MARIE AND PIERRE CURIE

On November 7, 1867, a girl called Marya Sklodovska was born in Warsaw, the capital of Poland. She was an ambitious girl who was very eager to learn. Her father was a teacher, and Marie took great interest in his scientific books and instruments. She was fascinated by these and she was determined that one day she would learn to use her father's instruments.

At twenty-four, she left Poland and went to study in Paris. There, Marie (for she spelt her name the French way there) met a French scientist, Pierre Curie. They were later married.

Pierre and Marie worked hand in hand. During the next few years, the Curies made discoveries that have affected the work of scientists ever since. They discovered a substance called radium which can be used to cure many killer diseases.

In 1903 the Curies and another French scientist, Becquerel, won the Nobel Prize for their discovery of radium. Marie was the first woman ever to receive that honour. But disaster soon struck. Pierre's work came to a sudden end, when in 1906, he was run over by a heavy cart. The world had lost a great man and a great scientist.

Marie did not let Pierre's death deter her; she carried on Pierre's classes as well as her own research. She was as determined as ever, and it was this determination which made her the recipient of a second Nobel Prize in 1911. No other person has ever received two Nobel Prizes in Science.

Marie's health was beginning to fail. Yet, she continued to work for long hours in her laboratory, forgetting to eat unless she was reminded.

On July 4, 1934, Marie died while at work on a series of experiments.

TRUTH
ATTITUDE RATING

NAME: _____

Check the column which shows how you act.

	ALWAYS	MOSTLY	SOME	NOT YET
1. I speak the truth.				
2. I do not cheat.				
3. I take only what is mine.				
4. I keep my promises.				
5. I try to see the good in others.				
6. I am honest.				
7. I like to read.				
8. I have a good memory.				
9. When I fail, I try again.				
10. I am eager to learn about new things.				
11. I do not act impulsively.				
12. I listen to reason.				
13. I try to act justly.				
14. When tempted, I reason with myself.				
15. I know right from wrong.				
16. I listen to my conscience.				

CHAPTER 10

WHAT THEY SAY ABOUT – RIGHT ACTION

DR MARIA MONTESSORI

“That which is commonly called “flesh” is a complex of voluntary muscles, which as their name would indicate are moved by the will.”

“Making use of his own will in his contact with his environment, he develops his various faculties and thus becomes in a sense his own creator.... We should regard this secret effort of the child as something sacred.”

“They do so exactly what I tell them that I am beginning to feel responsible for every word I say...”

DR JEAN PIAGET

“One could influence mental attitudes by working with the body...”

“.....our culture....is not geared to the values and rhythms of the living body but to those machines and material productivity. We cannot escape the conclusion that the forces inhibiting self- expression and therefore decreasing our energetic functioning derives from this culture and are part of it. Every sensitive person knows that it takes considerable energy to protect one’s self from becoming caught up in the frantic pace of modern living with its pressures and tensions, its violence and insecurities.”

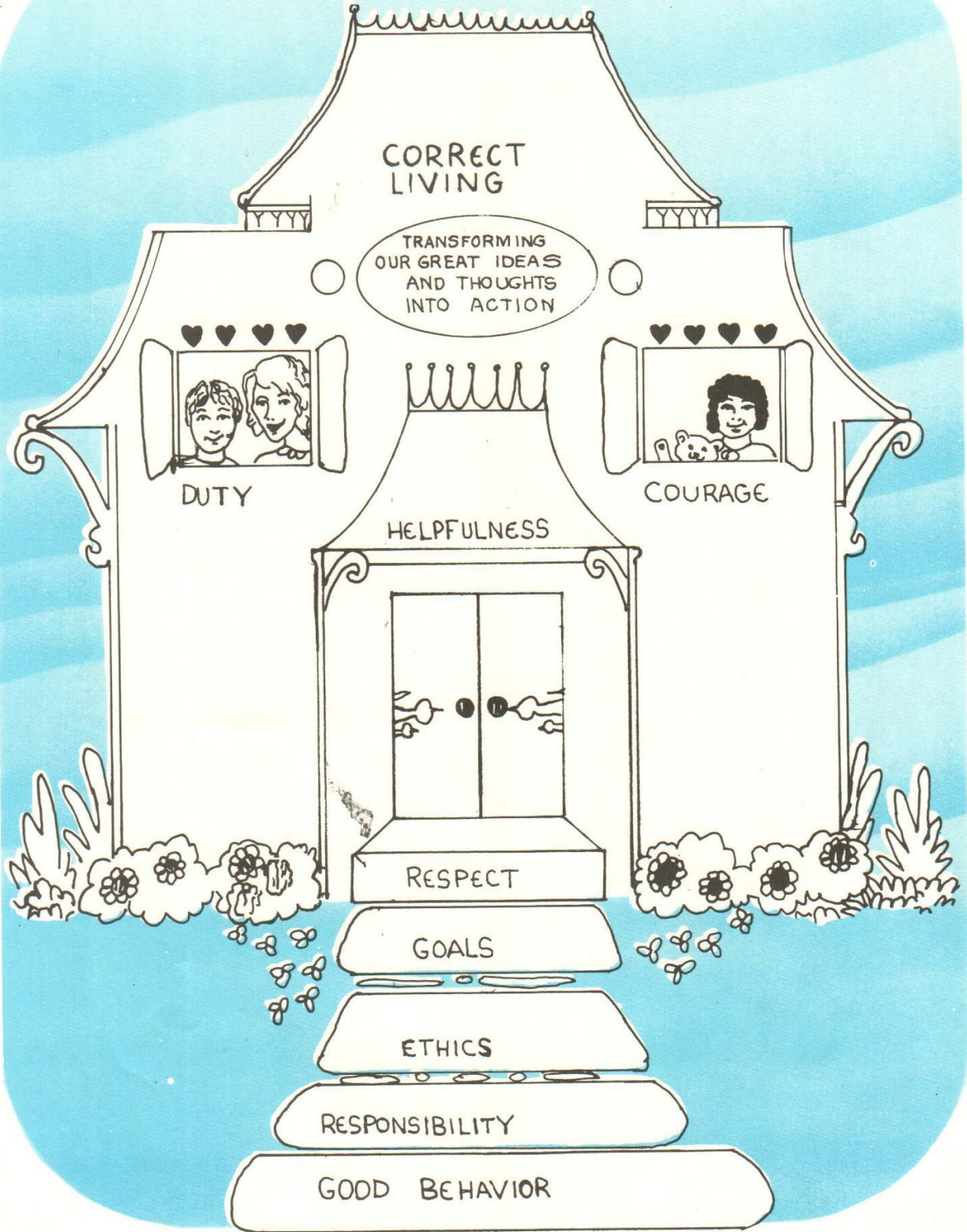
JOHN DEWEY

“Mind is primarily a verb. It denotes all the ways in which we deal consciously and expressly with the situations in which we find ourselves.”

DR ERIC FROMM

“Man of all ages and cultures is confronted with the solution of one and the same question: the question of how to overcome separateness, how to achieve union, how to transcend one’s own individual life and find at – onement.”

RIGHT ACTION



UNIT 2 – RIGHT ACTION

LESSON: 1

SUB-VALUE: Duty

AGE: 5 – 7 Years

TIME: 20 minutes

OBJECTIVE: *Pupils will understand that the performance of duties is a necessary part of becoming responsible.*

1. SET INDUCTION:

The teacher shows pupils a picture of a boy watering plants and develops discussion on the following questions:

1. What is the boy doing?
2. What work do you do before coming to school?
3. How do you feel after you have done your duties?
4. How do you think others at home feel?

2. SILENT SITTING/TUNING IN:

The teacher requests pupils to sit quietly and close their eyes for a short while. The teacher repeats the quotation slowly. A brief discussion of the quotation follows.

3. QUOTATION/THOUGHT:

'Do your lot, think not what's to be got!'

4. **STORY:** 'We Are The Elves' – adapted from 'The Brownie'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What are we told about Betty and Tommy at the beginning of the story?
2. If you were their mother, how would you feel?
3. What did the children's mother tell them about the elves?
4. What did Betty expect to see in the water?
5. What did she see in the water?
6. How did their parents feel when the children performed their duties?
7. How can all children be like elves?
8. Why should we always perform our duties?

6. **ACTIVITY CHOICES:**

- (1) Have pupils role-play selected parts of the story.
- (2) Pupils are requested to draw any part of the story that appeals to them most.
- (3) Have pupils mime Betty and Tommy performing their duties.

7. **POEM:**

'Housing Cleaning' – Pat Modeste

8. **FOLLOW – UP AND LIFE APPLICATION:**

- (a) Pupils will be asked to report on duties which they performed at home.
- (b) Pupils are to suggest duties which they will perform in the classroom.

WE ARE THE ELVES – *Adapted*

In a little house near the river, there lived an old man, his wife and two children, Betty and Tommy. Although the mother loved both her children, she often had to find fault with them because they were lazy, forgetful and untidy. They would rush about the house yelling and playing games, upsetting the furniture, breaking the ornaments, soiling their clothes and causing a great deal of trouble. They never thought what a bother they were to other people as long as they had a good time.

One day Mother told them how different it had been long, long ago when the elves visited the house. “What is an elf?” they asked.

“An elf,” answered Mother, “Is a little fairy boy or girl who came to the house early every morning before anyone was awake. This little elf swept the floor, washed the dishes and prepared breakfast. He also tidied the rooms, cleaned the shoes and packed the clothing neatly. Nobody ever saw the elf as he slipped away before anyone was awake.

Everybody was happy and the home was always bright and clean.”

“But how can we get an elf to come and help so that we won’t have many odd jobs to do?”

“Go down to the river when the moon is bright, turn around three times, and then say:

‘Twist me and turn me and show me the elf.

I looked in the water and there saw.....

To get the missing word look down into the water and there you will see the elf’.”

Later that evening Betty went down to the river and did as she was told. On her return Mother asked, “Did you see anyone whose name would fit the words I gave you?”

“No one,” answered Betty.

“Whom did you see in the water?” asked Mother.

“No one but myself,” replied Betty.

“Would not the word *myself* fit?” asked Mother.

Betty repeated the lines:

“Twist me and turn me and show me the elf.

I looked in the water and there saw myself...”

“But I’m not an elf!” she exclaimed, “....Anyway....”

Next morning Betty and Tommy slipped out of their beds before anyone was up. They swept the floor, tidied their rooms, cleaned their shoes, folded the clothes, watered the plants and crept back quietly to their rooms.

When their parents awoke, they were very happy to find that everything had already been done.

Day after day this went on and the children had far more fun and enjoyment out of doing their duties than they had ever gotten out of playing rowdy games or being idle. Their home was always bright and clean and everybody was happy!

RHYME:

HOUSE CLEANING

by Pat Modeste

Here is the duster,
Dust the door,
Here is the broom,
Sweep the floor.

Here is water,
Flit, cloth, mop,
Clean the louvres,
And shelf top.

Spray the cockroaches,
Clean the house,
Tell the kitten,
Catch the mouse.

UNIT 2 – RIGHT ACTION

LESSON: 2

SUB-VALUE: **Sacrifice**

AGE: 7 – 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize that it is sometimes necessary to make sacrifices.*

1. **SET INDUCTION:**

The teacher develops discussion by asking the following questions:

1. What birds are usually kept as pets?
2. Why are they kept as pets?
3. If you had an animal that was destroying your mother's plants, would you give it up?

2. **SILENT SITTING/TUNING IN:**

The teacher requests pupils to sit quietly and close their eyes for a short while. The teacher repeats the quotation slowly. A brief discussion of the quotation follows.

3. **QUOTATION/THOUGHT:**

“Sacrifice should be performed out of love.”

4. **STORY:** *‘My Only Pet’*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did Jason ask for as he was leaving?
2. How did he feel about his gift?
3. What change did Jason notice in Maina?

4. How did you feel about the change?
5. What did Jason's dream make him realize?
6. If you were Maina, how would you feel to be free once again?
7. How did Jason feel about letting Maina go?
8. What is meant by the term "making a sacrifice"?
9. Have you ever made a sacrifice? Pupils share experiences briefly.
10. Give examples of sacrifices your parents make for you.

6. ACTIVITY CHOICES:

- (a) Pupils are requested to draw any part of the story that appeals to them.
- (b) Pupils will write a composition on 'My Pet'.

7. SONG: 'To You I Give'

8. FOLLOW-UP AND LIFE APPLICATION:

Pupils are requested to make one sacrifice during the coming week, for example, giving a cherished article to someone who needs it.

These experiences will be shared at the end of the week.

MY ONLY PET

Jason had been at his uncle's farm at Carlsen Field for almost six weeks now. Soon the holidays would be over and he would have to go back to his home in Arima, and to school in a few days' time.

He would surely miss the farm – the cows that grazed leisurely in the pasture, the ducks in the pond and the many birds that whistled in the trees. Most of all he would miss Maina, the pet parakeet which he had grown to love so dearly.

Each day Jason fed and watered the bird in the wooden cage and she in turn whistled joyously – to his great delight.

On the day of his departure, Uncle Ram and Jason walked hand in hand towards the car. Suddenly, Jason turned to his uncle, and with a voice full of emotion asked, “May I have Maina as my pet, Uncle Ram?”

“Why, sure!”

“Thanks a million, Uncle Ram!” he shouted and ran towards the house to collect the cage.

“Maina's beautiful! Isn't she, Mom?” Jason asked his mother on his arrival home.

“Oh yes... she is!” replied his mother.

Early next morning Jason jumped out of bed and ran to the cage. To his great surprise he saw another parakeet clinging to the wire of the cage and his own Maina fluttering on the inside trying desperately to be free. Jason became concerned with what he saw and thought about it a great deal. Nevertheless, he fed and watered her. Later that day, however, when Jason came to play with Maina, she refused to whistle.

From the next morning, Jason observed that several friends would come to visit Maina and then fly away. Maina became unhappy. She ate less and less each day and even refused to whistle.

One night Jason had a frightful dream. He was on Uncle Ram's farm filling the buckets with daily ration to take to the milking cows when there came a gust of wind and the door banged shut. He was now a prisoner in the feed room. He tried to scream for help and awoke suddenly with the word “*help*” on his lips.

That night Jason lay awake for a long time trying to decide whether or not he should free the parakeet.

The next morning Jason awoke when it was still quite dark and fed the bird. He took her out of the cage and placed her on the ground. At first Maina was hesitant, then she stretched her beautiful wings and flew over the hills.

Jason was sad all day long and went to bed that night with a heavy heart. Early next morning, as he lay on his bed, Jason heard the chirping of birds outside. He jumped out of his bed and rushed outside to the bird cage. Then he remembered..... but there perched on top of the cage was Maina with her friends all around.

“Mummy, come quickly!” Jason shouted

“Maina has come back..... with all her friends too!”

“Isn’t that wonderful!” his mother exclaimed.

“I am happy I did set her free!” added Jason.



UNIT 2 – RIGHT ACTION

LESSON: 3

SUB-VALUE: Perseverance

AGE: 7 – 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize that consistent effort is necessary for success.*

1. SET INDUCTION:

The teacher presents the class with the following situation:

Tommy disassembled his bicycle for repairs. On completion he tries to reassemble it but is experiencing difficulty. He is about to give up in frustration.

What advice would you give him?

The teacher develops discussion to elicit a “try again” response.

2. SILENT SITTING/TUNING IN :

The teacher requests pupils to sit quietly and close their eyes for a short while.

The teacher repeats the quotation slowly.

A brief discussion of the quotation follows.

3. QUOTATION/THOUGHT:

“Never give up, there’s always a way.”

4. STORY: “The Crow and the Pitcher”

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. How do you think the crow felt when he saw only a little water left in the pitcher?
2. What could have happened if the crow had pushed the pitcher over?
3. What did he do to be able to reach the water?
4. What does this show about him?
5. Why did the crow succeed finally?
6. How did the crow feel when he was able to sip the water?
7. If you want to succeed at something that is difficult, what must you do?

6. **ACTIVITY CHOICES:**

- (a) Have the pupils attempt and resolve difficult tasks
eg. threading a needle.
- (b) Have pupils play the part of the crow:
 - (i) trying to reach the water
 - (ii) finally reaching the water.

7. **SONG:** *“Try, Try Again”*

8. **FOLLOW – UP AND LIFE APPLICATION:**

- (a) Pupils are requested to ask their mummy or daddy about a dream or wish that came true.
- (b) Have pupils build houses out of cards by balancing one on top of the other.

THE CROW AND THE PITCHER

The midday sun seemed to become hotter and hotter as a crow flew here and there in search of some water to drink. He had been journeying for many kilometres now. His wings were becoming weaker and weaker, and his throat was parched, when suddenly he gave a cry of pleasure.

“Caw! Caw!” he cried. “A pitcher! A pitcher of water!”

It was indeed a pitcher, and there was water in it. But it was a large pitcher, and the water left in it was at the very bottom.

The crow could not reach down far enough to get a single sip.

“Perhaps,” he said to himself, “If I push it over, the water will lie on the side and I will have no trouble getting a drink.”

But the pitcher was heavy and the crow was not able to move it at all. He was just about to give up when he thought of something which showed what a clever crow he was.

He took a pebble from the garden, carried it in his beak and dropped it into the pitcher. The level of the water rose a little. Then he brought another pebble and dropped that one in too.

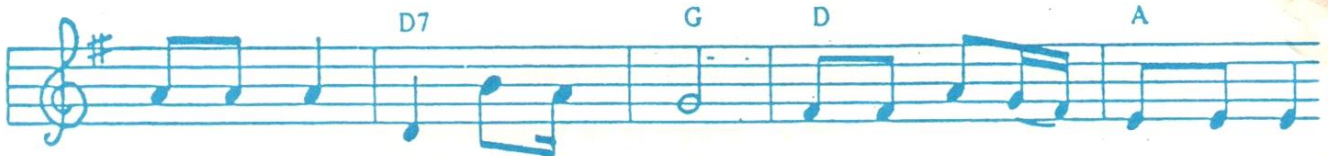
The water rose higher. Then he brought another and another and dropped them in until the water rose to the top of the pitcher.

With a happy gurgle, he planted his claws firmly on to the rim of the pitcher and had one of the best drinks a crow has ever had in his whole life.

TRY, TRY AGAIN



1. 'Tis a les - son - you should heed, Try, try a - gain; If at first you
 2. Once or twice though you should fail, Try, try a - gain; If at last you



don't suc - ceed, Try, try a - gain; Then your cour - age shall ap - pear,
 would pre - vail, Try, try a - gain; If we strive 'tis no dis - grace



For if you will per - se - vere, You will con - quer nev - er fear, Try, try a - gain.
 Though we may not win the race, What should you do in that case, Try, try a - gain.

UNIT 2 – RIGHT ACTION

LESSON: 4

SUB-VALUE: Contentment

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize that contentment brings peace of mind.*

1. **SET INDUCTION:**

The teacher develops discussion on the following question

Have you ever had a wish come true?

How did it feel?

Have you ever wished for something that your friend had and did not get it?

How did it make you feel?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT:**

“Do not spoil what you have by wanting what you do not have.”

4. **STORY:** *‘The Three Wishes’* (Adapted from *‘Seven Sleepy-Time Tales’* Brimax Books, Cambridge, 1977)

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What was one of the favorite ways in which the farmer and his wife spent their time?
2. What was their favorite wish?

3. Is it a good thing to have such a wish? Why/Why not?
4. What did the fairy tell the farmer and his wife?
5. How did they feel?
6. How would you have felt?
7. Why did the sausage get stuck to the wife's nose?
8. How did you feel when that happened? Why?
9. If the farmer's wife were contented, would she have had such an experience?
10. How did the farmer and his wife feel after they had made their wishes?
11. What lesson have you learnt from their experience?
12. When you are contented how do you feel?

6. **ACTIVITY CHOICES:**

- (a) Make a list of 'wishes' which would make the world a happier place.
 Starting: *I wish for an end to fighting and war*
I wish for peace,
I wish we could join hands together
And live like brothers.....
- (b) Write about one of your wishes that came true or about a wish that you have.
- (c) The pupils are asked to write synonyms for the word 'contentment' on index cards using a dictionary. The cards are collected, shuffled and distributed. The pupils are to illustrate an incident that represents the word on the index card they now have.
- (d) Have some pupils role-play the scene in which the wishes are made.

7. **SONG:** *'You're Just as Good'*

8. **FOLLOW – UP AND LIFE APPLICATION:**

The pupils are asked to observe themselves during the course of the coming week and evaluate themselves on the checklist provided.

THE THREE WISHES

One cool evening, a farmer and his wife were sitting on the doorstep of their little hut, looking out into the narrow, dusty lane. They were very poor, and one of their favorite ways of passing the time on an evening was to wish for things they did not have.

‘You may wish first this evening,’ said the farmer’s wife.

‘I wish I had a pair of shiny new shoes to wear on evenings,’ said the farmer.

‘I wish I had a golden chain to put around my neck,’ said his wife.

‘I wish I had a handsome brown horse to ride.’

‘I wish I had a dress of finest silk.’

I wish... I wish.... The more the farmer and his wife wished, the sillier were the things they wished for.

‘I wish I had a golden nail to mend the broken chair with.’

‘I wish I had a golden needle to mend your shirts with.’

‘I wish I had a flying duck.’

But more than anything else, they wished to be rich, to have all the things their neighbours had.

‘If only our wishes would come true,’ sighed the farmer’s wife. She and the farmer both knew that wishes do not come true, except in fairy tales.

By this time, it had grown quite dark, so they went into their little hut and closed the door. But suddenly a gust of wind blew it open with a bang. The door rattled and shook on its hinges. The farmer jumped up and closed it.

‘Wife...’ he said, ‘We have a visitor. Fetch a chair.’

‘Come in...’ he said to the little person standing on the doorstep. ‘Come in ... the wind is pretty strong outside.’

‘I have not come to stay...’ said the fairy, for the stranger standing on the doorstep was indeed a fairy. ‘I have come to grant you and your wife three wishes.’

The farmer gulped. His wife gasped and went pale and had to sit down quickly. They were too surprised to say anything at all, though they never doubted for a moment that what the little person said was true.

‘You have three wishes only,’ said the fairy, ‘So think well before you wish.’

And with that she was gone, as suddenly as she had come, and the door closed after her in another gust of wind and with another bang.

‘Would you believe that?’ gasped the farmer’s wife when she found her voice again. ‘Three wishes... I wish....I wish....’ The farmer quickly put his hand over her mouth.

‘Stop!’ he said, ‘Remember what the fairy said. ‘We will both think hard and we will make our wishes tomorrow evening.’

Neither of them slept well that night. Neither of them worked very well the next day. They were both far too busy thinking. There was so much they could have, if only they used the right words when making their wishes.

The next evening, the farmer’s wife served an early dinner. Then she and her husband pulled up their chairs and got ready to make the wishes that were going to change their lives.

But from next door came the mouth-watering smell of sausages being cooked.

‘Aah!’....she sighed, and then without realizing what she was saying, she added, ‘I wish we had a nice, big sausage to eat for breakfast tomorrow.’ You can guess what happened, can’t you? Well, her wish was granted. She had a sausage.

The farmer was so angry. ‘You have wasted a wish!’ he shouted, shaking his fist. ‘I wish that sausage was growing on the end of your nose. ‘And THAT was the second wish gone. If you have ever seen anyone with a sausage growing on the end of his or her nose, you will know how silly it looks.

The farmer’s wife cried and cried.

‘What shall I do....What shall I do?’

‘Hold still and I will pull it off,’ said the farmer. But it was a magic sausage and he couldn’t pull it off. He couldn’t cut it off either.

His poor wife buried her face and her long sausage nose in her apron and sobbed and sobbed. The farmer patted her shoulder.

‘There there....’ he said. ‘Don’t cry.... we still have one wish left. We can still be rich. I will buy you a gold case to put around the sausage. That will hide it.’

The farmer’s wife cried even louder at his words.

‘I don’t want a golden case around my nose; everyone will laugh at me. Oh.....there never was anyone unhappier than I am.’

‘You won’t be unhappy when you are rich,’ said her husband.

‘You can be rich if you want,’ sobbed the farmer’s wife, ‘But I am going to run away to the end of the world and no one will ever see me again.’

‘Please don’tOh please don’t !’ cried the farmer.

He took hold of her arm and would not let her through the door. ‘I have one wish left. The wish is yours. Wish for whatever you want.’

‘I wish....Oh how I wish... that the sausage would go from the end of my nose,’ cried his wife.

And THAT was the third, and final wish. The sausage was gone. No one knows, though, where it went. There were no wishes left and so the farmer and his wife remained poor. They never saw the fairy again. No one ever heard them wish for anything ever again, even in fun, and in time they learned to be content with what they had.

YOU'RE JUST AS GOOD
(to the tune of Oh, Susanna!)

Oh, the grass is nev - er green - er in the oth - er guy's back - yard. When you

get up close, you'll find the ground is just as bare and

hard'. Be con - tent with the one you're born to be, 'Cause you're

just as good - don't try to change to ev - ery - one you see.

CONTENTMENT

Self-Evaluation Checklist

NAME.....

Check the column which shows how you feel most of time.

	ALL THE TIME	SOMETIMES	NEVER
1. Do I wish I were like my best friend?			
2. Do I like the food my mother cooks?			
3. Do I feel satisfied with the toys, games, clothes my parents buy for me?			
4. Do I like being myself?			

UNIT 2 – RIGHT ACTION

LESSON: 5

SUB-VALUE: Good Behaviour

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Children will practise good behaviour.*

1. **SET INDUCTION:**

A few students mime different types of behaviour seen in their environment.

Teacher questions class about the behaviour displayed. Teacher elicits from students the types of behaviour that they should emulate.

2. **SILENT SITTING/TUNING IN:**

Students are asked to sit quietly and think about the quotation which the teacher repeats.

3. **QUOTATION/THOUGHT:**

“Behaviour moulds character.”

4. **STORY:** *‘The School Excursion’*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What special event was taking place in Jenny’s school?
2. How did the students feel on that particular day?
3. What did Mrs. Henry remind the students about when they were in the bus?
4. Name the two highways on which they travelled?
5. How do you think Jenny felt when the children were pushing?

6. If you were Jenny how would you have felt when the children laughed at you?
7. How do you think the teachers felt about the children's behaviour during the distribution of the milk?
8. How did you feel when the guide handed Jenny the gift?
9. Why was Jenny chosen to check on the cleaning?
10. How do you think she felt when she received her prize the following morning?
11. Why was she chosen as the *best-behaved* student?
12. Give another title for the story.
13. Give some examples of good behaviour:
(a) at home (b) in school (c) on the playground.

6. **ACTIVITY CHOICES:**

- (a) On a map of Trinidad locate the following:
 - (i) The Uriah Butler and Solomon Hochoy Highways.
 - (ii) The Nestle Factory.
 - (iii) The Emperor Valley Zoo.
 - (iv) The Botanical Gardens
- (b) Write a composition on '*A School Outing*'

7. **SONG:**

'We must listen to what the elders say Hurrah! Hurrah!'
(Sung to the tune of '*When Johnny comes marching home*')

8. **FOLLOW – UP AND LIFE APPLICATION:**

The pupils are to make note of instances when they practised good behaviour at home, at school and on the playfield during the course of the coming week. These will be shared at the end of the week.

THE SCHOOL EXCURSION

Jenny was very excited. Her excitement kept her awake. From her bed she could hear her mummy making preparations for her school excursion. While thinking about the excursion she fell asleep.

Jenny awoke early next morning, dressed hurriedly and collecting her lunch bag, she left for school. On the way to school she met her friends. They too were all excited since they were eager to see all the places on the excursion. At school the buses were already waiting and Jenny and her friends hurriedly took their seats in one of the buses. Finally, the buses rolled out of the school yard and they were on their way!

Mrs. Henry reminded the students about their behaviour both on the bus and when visiting the various places. She stressed that she was expecting them to be on their best behaviour.

Jenny and her friends chatted excitedly about what they saw as the bus travelled. Their teacher pointed out the important places along the way. Very often she had to speak to the students at the back of the bus because they were misbehaving. They were fighting and shouting at one another, and sometimes sticking their heads out of the window. Jenny looked at them and told them to 'behave'.

After a long journey on the Solomon Hochoy and Uriah Butler Highways the buses finally entered the compound of the Nestle Factory. Before the tour of the factory began, the teachers again reminded the students about their behaviour. The tour was very interesting. Everyone followed the guide, some asking questions about what they saw. Suddenly, some students at the back began to push. Jenny, who was in front, told them to behave themselves, but they simply looked at one another and giggled. At that moment the teacher appeared and warned them that if they did not behave they would have to return to the bus.

At the end of the tour the students were served refreshments. They formed a queue to collect their chocolate milk, but they again began pushing one another. Only Jenny kept her place. As a result, she was the last to receive her drink. The guide, who was closely observing what was taking place, was impressed by Jenny's behaviour. After refreshments the guide informed the students that he would be distributing rulers and pencils. He announced "the best behaved student will be the first to receive." There was dead silence. With a pencil and ruler in hand he walked slowly down the line. He stopped where Jenny was standing, called her out of the line and presented her with the gifts. He then distributed to the other children.

After thanking the guide they left for the Emperor Valley Zoo and the Botanical Gardens. At the zoo they were told not to feed the animals. While Jenny and her friends were walking, they saw a group of boys standing at a cage laughing.

They were feeding the monkeys and some were actually pelting them with popcorn. Jenny pleaded with them to stop but they looked at her, laughed and just said, "You feel you are Miss Goody Goody. Girl, why don't you shut your mouth and mind your own business?" Suddenly a voice was heard from behind. They turned, only to see their teacher. She angrily said, "Jenny is telling you the right thing. If you don't behave yourselves you will be put out of the zoo." The boys became quiet and finally left to visit the other animals.

After leaving the zoo they went to the Botanical Gardens, where they had lunch. Jenny and some others were given the responsibility to check on the cleaning. This done, they left for home.

The following morning, during assembly Mrs Henry spoke to the entire school about the excursion. She was happy to announce that the best behaved student was Jenny.

Jenny walked forward to receive her prize amidst the thunderous applause of the entire school.

SONG:

WE MUST LISTEN TO WHAT THE ELDERS SAY

*We must listen to what the elders say
Hurrah ! Hurrah !
And show our good behaviour each day
Hurrah ! Hurrah !
Our parents will feel glad and gay
To see that we have done what they say
And they'll all feel gay
When we have followed their way.*

*This world would become a better place
Hurrah ! Hurrah !
When we follow behaviour rules today
Hurrah ! Hurrah !
We must try to speak the truth each day
And help each other in every way.
Then they'll all feel gay
When we have followed their way.*

UNIT 2 – RIGHT ACTION

LESSON: 6

SUB-VALUE: **Self-confidence**

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Children will become aware of the importance of self- confidence in personal growth.*

1. **SET INDUCTION:**

Teacher writes a topic on the board. She asks the pupils to think about it for a while after which volunteers speak briefly on the topic.

Teacher elicits from the class the qualities exhibited by volunteers.

2. **SILENT SITTING/TUNING IN:**

Students are guided into silent sitting by the teacher. The teacher repeats the quotation slowly.

3. **QUOTATION/THOUGHT:**

“Self-confidence is the key to success.”

4. **STORY/POEM:** Poem - ‘Say I can’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. To whom is the poet talking?
2. In what ways are all men equal?
3. With what equipment do all wise men begin?
4. How can anyone become great?
5. Whom does the world consider brave and smart?

6. Name some things which you have in common with wise men?
7. What does the word 'fight' refer to in the 3rd line of the 3rd stanza?
8. From where can we get courage?
9. In what ways are you different from great men?
10. If you were a wise man what advice would you give to someone who is trying to be wise?
11. Do all men begin their lives with the same things?
12. According to the poem what will be most helpful if you want to be successful?

6. **ACTIVITY CHOICES:**

- (a) Pupils are asked to talk to the class on given topics e.g.
 - (i) My Hobby
 - (ii) An Experience I will never forget.
- (b) Pupils are asked to write a poem beginning with the following lines:
Great am I
Great shall I be.....

7. **SONG:** 'Confidence'

8. **FOLLOW – UP AND LIFE APPLICATION:**

The teacher encourages the children to engage in an activity for which they lack confidence. They are to report about their experiences to the class.

POEM:

SAY 'I CAN'

*Figure it out for yourself, my lad,
You've all that the greatest of men have had,
Two arms, two hands, two legs, two eyes,
And a brain to use if you would be wise;
With this equipment they all began,
So start from the top and say 'I Can'.*

*Look them over, the wise and the great,
They take their food from a common plate,
And similar knives and forks they use,
With similar laces they tie their shoes,
The world considers them brave and smart,
But you've all they had when they made their start.*

*You can triumph and come to skill,
You can be great if you only will,
You're well equipped for what fight you choose,
You have the arms and legs and a brain to use,
And the man who has risen great deeds to do
Began his life with no more than you.*

*Courage must come from the soul within,
The man must furnish the will to win,
So figure it out for yourself, my lad,
You were born with all that the great have had,
With your equipment they all began,
Get hold of yourself and say 'I Can.'*

Anonymous

SONG:



CONFIDENCE



*Disappointment comes your way
Another busy day
You got a great big " D " on a test in school.
Don't you worry ! Don't you frown !
Lay those troubles down.
You gotta lift your head
And show some confidence.*



*That's what it takes
A little confidence.
Stand real tall
And try your best.
You're gonna find things get better.
Make up your mind
Don't just sit around !
You've got to have some confidence !
You've got to have some confidence !*



*Disappointment comes your way
Another busy day
You lost the final game
The score was ten to one.
Don't you worry ! Don't you frown !
Lay those troubles down.
You gotta lift your head
And show some confidence.*



REPEAT CHORUS THROUGH ONCE.



**RIGHT ACTION
ATTITUDE RATING**

NAME:

Check the column which shows how you act.

	ALWAYS	MOSTLY	SOME	NOT YET
1. I respect my parents.				
2. I think about good things.				
3. I watch good T.V. shows.				
4. I do not listen to gossip.				
5. I think about the good deeds of others.				
6. I am helpful and co-operative at school.				
7. I get along with others.				
8. I take care of my things.				
9. I do chores at home cheerfully.				
10. I study hard.				
11. I walk softly.				
12. I put my clothes in the right place.				
13. I am polite.				
14. I take turns while playing.				
15. I listen when others are speaking.				
16. I act as I think.				
17. I open the door for others.				

CHAPTER 11

WHAT THEY SAY ABOUT – PEACE

DR GERALD G JAMPOLSKY

“To have peace we have to recognize what is in us already at peace.”

“Our goal is peace now – this very instant. It is central to our happiness that our years, long or short, be free of anger and that our body be used as a means of giving others the gift of kindness.”

“Forgiveness is the means whereby we experience peace, know ourselves and love, give with sacrifice, join with the essence of others, experience fully this instant, and hear clearly the inner counseling of happiness.”

DR MARIA MONTESSORI

“Disorder causes numerous deformities – blindness, weakness, stunted growth, death itself, not to mention pride, the lust of power, avarice and anger. All this is not simply a figure of speech or allegory but the terrible reality of a child’s spiritual state described in the same terms as those just mentioned for his body.”

“I thus came to understand that children are not only sensitive to silence but also to a voice which calls them.....out of that silence.”

“Actually the normal child is one who is precociously intelligent, who has learned to overcome himself and to live in peace, and who prefers a disciplined task to futile idleness.”

DR LEO BUSCAGLIA

“Man has both physical and emotional needs. His physical needs, though he spends most of his time, indeed, most of his life, meeting them, are the simplest to satisfy. Man requires but a small quantity of food – most of us eat far too much – some shelter from the elements – we hardly need the large homes we live in – clothing in winter.... and, of course, nurturing and water. Everything beyond this is luxury....”

DR ALEXANDER LOWEN

Freedom is the absence of inner restraint to the flow of feeling, grace is the expression of this flow in movement, while beauty is a manifestation of the inner harmony such a flow engenders.”

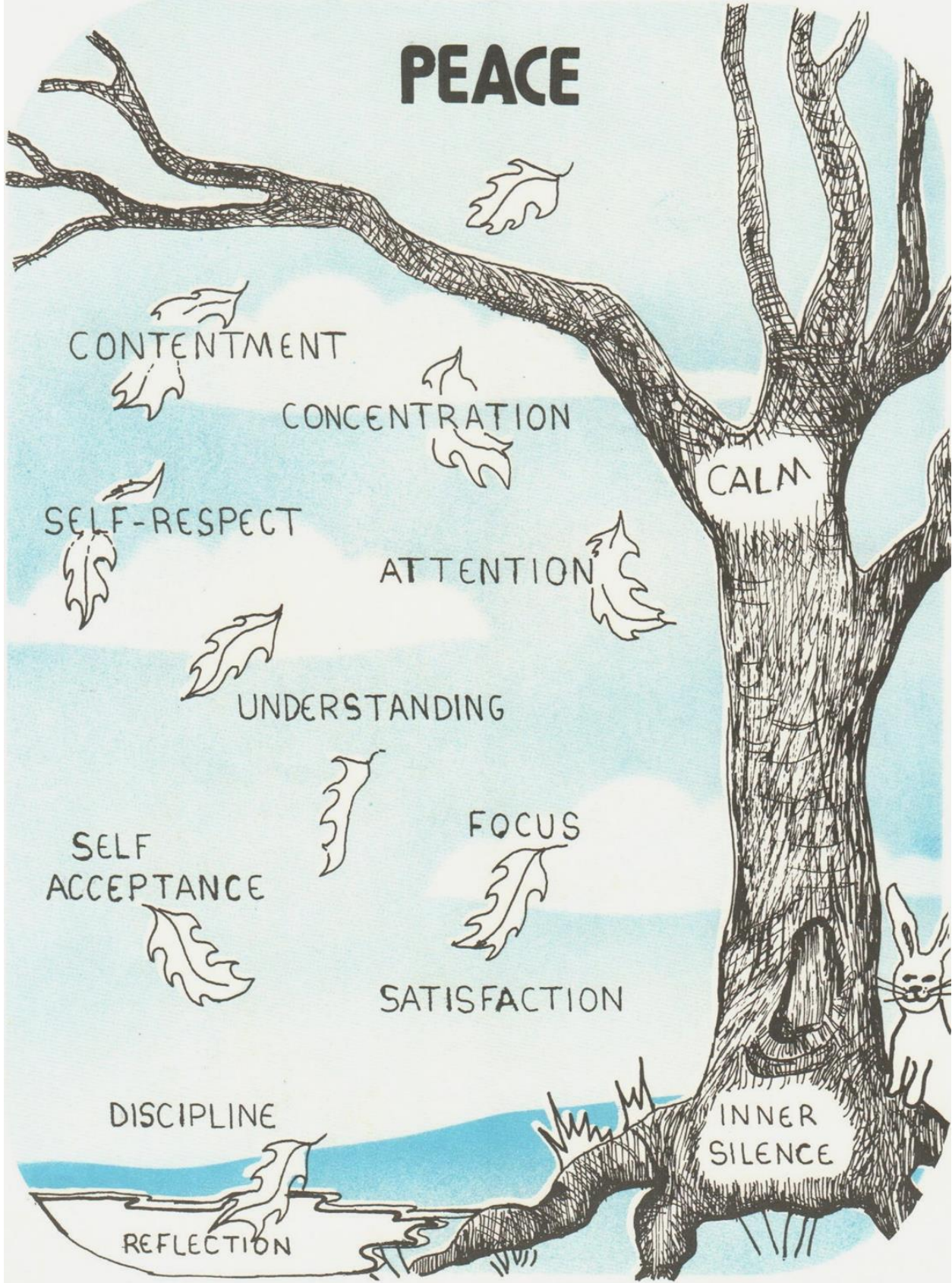
JOHN DEWEY

“I believe that if we can only secure right habits of action and thought, with reference to the good, the true, and the beautiful; the emotions will for the most part take care of themselves.”

ROBERT MULLER, Ph.D. Assistant Secretary-General of the United Nations

“I think you cannot speak about peace, you cannot be a peacemaker if you are not at peace with yourself and if you do not have peace in the first social unit for which you are responsible – your own family.”

PEACE



CONTENTMENT

CONCENTRATION

CALM

SELF-RESPECT

ATTENTION

UNDERSTANDING

SELF
ACCEPTANCE

FOCUS

SATISFACTION

INNER
SILENCE

DISCIPLINE

REFLECTION

UNIT 3 – PEACE

LESSON: 1

SUB-VALUE: **Happiness**

AGE: 5 – 7 years

TIME: 25 minutes

OBJECTIVE: *Children will become aware that making others happy brings happiness.*

1. **SET INDUCTION:**

The pupils are asked to relate instances when they felt happy.

What made you happy?

What do you feel like doing when you are happy?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT:**

‘Happiness lies more in giving than receiving.’

4. **STORY:** *‘Nathalie’s Doll’*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where was Nathalie going?
2. Whom did she see?
3. What happened to the little girl’s doll?
4. How did you feel when the doll was crushed?
5. How did Nathalie feel when she saw the little girl crying?
6. What did Nathalie do?

7. What would you have done?
8. How do you think the little girl felt when she received the doll?
9. Give some examples of how you can make others happy
 - (a) at home
 - (b) at school
 - (c) in your village/town.
10. How do you feel when you make others happy?

6. **ACTIVITY CHOICES:**

- (a) Pupils are asked to draw Nathalie giving her doll to the little girl.
- (b) Have pupils role-play selected parts of the story.
- (c) Have pupils mime the part of the story where Nathalie gives up her doll.

7. **SONG:** *'Pass it on, pass it on'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to engage in any one of the following activities during the course of the coming week:

- (a) Giving food/money/article to a beggar.
- (b) Giving something to a friend.

The children will be encouraged to talk about how they felt about giving. These experiences will be shared at the end of the week.

NATHALIE'S DOLL

Nathalie had a beautiful doll which she called Susan. "Susan," said Nathalie lovingly, as she gently laid her doll in its pram and carefully tucked the covers around it, "I am sure there is not another doll in all the wide world as lovely as you."

Susan did not reply, but lay serenely on the white pillow-case and closed her eyes as if she were perfectly contented.

"I think we will go for a walk now, Susan," said Nathalie pushing the pram out on to the pavement. "I hope you behave yourself while we are walking."

Of course, Susan behaved beautifully, since, being a doll, she could not cry or scream like most babies can.

Walking down the street, Nathalie saw a very poor girl tenderly clutching the most ragged doll she had ever seen. "Susan," she whispered "I am so glad you are not as dirty as that doll."

But the little girl seemed to love her doll as much as Nathalie loved Susan. She was hugging it tightly and lovingly as if it were the most beautiful doll in the world. At that moment, the little girl started to cross the road. Suddenly, a car dashed around the corner. The little girl jumped back and saved herself, but in her fright, she dropped her precious doll which rolled under the car and was crushed. The little girl burst into tears as she witnessed the end of her precious doll. It was the only one she ever had.

Nathalie's loving little heart was touched by the girl's unhappiness. What could she do? Nobody was around, so she felt that she should comfort her. Running up to her, Nathalie put her hand on the little girl's shoulder and told her not to cry. But the little girl kept on crying because she had lost something that was dear to her.

Nathalie looked at her pram. Should she give her dear Susan to this little girl? Could she part with Susan? While these questions ran through Nathalie's mind, the girl's cries were pitiful. It was then that Nathalie made up her mind. "Please don't cry anymore. You may have my doll. Her name is Susan. She is the most beautiful doll in the whole world. I love her so much, but you can have her. She will surely make you happy."

Giving her doll one last hug and kiss, she handed it over to the girl who could hardly believe her eyes. "For me?" she asked, wiping her eyes, "Is this really for me?"

"Yes," said Nathalie. Immediately there was a look of great happiness on the girl's face as she held the doll.

"Oh thank you, thank you!" she shouted to Nathalie who was already running away as fast as she could, lest she should change her mind.

When Nathalie reached home, she thought of what she had just done. She remembered the joy on the girl's face when she received the doll. "I will surely miss my Susan," she said to herself, "but making someone happy is well worth it."

PASS IT ON

1. Have you had a kind-ness shown? Pass it on, pass it on. Was it giv-en for you a - lone? Pass it on, pass it on. Let it trav-el down the years. Let it dry an-other's tears. Let it calm an-other's fears. Pass it on, pass it on, pass it on, pass it on. 2. Have you had a moth-er's love? Pass it on, pass it on. Have you had a fath-er's trust? Pass it on, pass it on. You can love and trust an-other, as you love and trust your moth-er. We can love and trust each oth-er. Pass it on, pass it on, pass it on, pass it on.

UNIT 3 – PEACE

LESSON: 2

SUB-VALUE: **Honesty**

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Children will recognize that they must return any item they find that does not belong to them.*

1. **SET INDUCTION:**

The teacher develops discussion on the following questions:

What would you do if you found something that does not belong to you?

How would you feel if someone returns something that you have lost?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT:** *'Honesty is the best policy.'*

4. **STORY:** *'Fareeda's Surprise'*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What time of the year was it?
2. What were Fareeda and her family doing?
3. What did Fareeda discover when she reached home?
4. How do you think Fareeda felt when she discovered the extra gift?
5. What did she do?
6. If you were Fareeda, what would you have done?

7. What was Fareeda's surprise?
8. How do you think her mother felt when Fareeda decided to return the book?
9. When you find something on the playfield, should you:
 - (a) bring it to your teacher?
 - (b) keep it for yourself?
 - (c) keep it unless someone asks for it?

6. **ACTIVITY CHOICES:**

- (a) Pupils are asked to role-play an honest act done within the school compound, for example, returning a wallet.
- (b) Imagine you were Fareeda, write a letter to the Manager thanking him for the present.

7. **SONG:** *'I will do what is right'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are requested to make short notes on an honest act done during the course of the week. These experiences will be shared at the end of the week.

FAREEDA'S SURPRISE

It was a week before Christmas and everyone was busily shopping for presents. Ten-year old Fareeda and her younger brother, Faizal, had also gone shopping and were laden with parcels containing gifts for Daddy, Faizal and her mummy. Mother also had several parcels by now and together they headed for the cashier's counter to pay for the things they had chosen.

Suddenly, the worst possible thing happened. Faizal was nowhere around. Fareeda was the first to notice it. "Mummy!" she exclaimed, "Where's Faizal?"

Her mother looked around anxiously.

"Isn't he with you?" asked her mother.

"No, he isn't," said Fareeda, "He must have slipped away in the rush. How will we ever find him in this crowd?"

"Oh dear!" said her mother in a worried voice. "While I am paying for these things, could you please check the toy department? He's almost certain to be there."

Fareeda hurried towards the toy department, pushing her way frantically through the crowd, and sure enough, there was Faizal sitting on a toy horse. He seemed perfectly happy, totally unaware of the anxiety he was causing his sister and mother.

"Faizal!" shouted Fareeda with relief, "What are you doing here? Mummy is really worried about you. We thought you were lost. Thank God you are safe."

Hand in hand, they hurried back to meet their mother who was extremely happy to see them. Fareeda picked up her parcels from the cashier's counter and they made their way out of the store. As soon as they reached home, Fareeda started emptying her parcels to sort out the presents.

"Look, Mummy ... an extra present!" she called out to her mother.

"What do you mean?" asked her mother in a puzzled voice.

"Here, come and see," said Fareeda showing her a beautiful storybook, "We did not buy that book. It probably got mixed up with our things at the counter."

"Well Fareeda, what are you going to do with it?" asked her mother.

"Oh!" replied Fareeda, "It is a really beautiful book; I really love it and I would like to keep it." Fareeda paused and then continued: "But it is not mine, so the best thing to do is to return it."

"Yes, indeed," said her mother, "I am glad you feel that way because it is the right way. Maybe you could write a note to the Manager telling him how it happened."

Then we'll wrap the book carefully and send it back.”

Fareeda went to write the letter immediately. She wrote:

“Dear Mr. Manager,

This afternoon when I came home from your store, I saw this book. May be it got mixed up with my other parcels. I didn't realize it until I got home and since I did not pay for it, I'm sending it back.

*From your little friend,
Fareeda.”*

Her mother read the note, put it in the book and sent it back to the store.

Fareeda thought nothing more about the incident, but two days before Christmas, someone knocked on their door. The person had a letter for Fareeda. It was from the store manager who had written to say how pleased he was with Fareeda's honesty. In fact, he had decided to reward her for it, and so he was sending her a present to show his appreciation.

When Fareeda opened the gift, she saw a doll. It was a lovely doll and she could hardly believe her eyes. She had always wanted a doll like it and she hugged it lovingly. She was happy she had done the right thing.

I WILL DO WHAT IS RIGHT

Dm

I will do what is right, I will do what is good. I will

F C Dm A

do all the things that I know I should. So my

Dm C Dm A

con-science and I will nev-er nev-er fight,

Dm A D Major

when I go to bed and to sleep at night.



UNIT 3 – PEACE

LESSON: 3

SUB-VALUE: **Patience**

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Children will become aware that patience is necessary for success.*

1. **SET INDUCTION:**

The teacher shows children a picture of a traffic pile-up.

The drivers have different facial expressions – patient, impatient, angry, serene.

Discussion focuses on the picture:

What do you see in the picture?

What do you notice about the people?

How do you feel when you are patient?

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT:**

‘Be patient, with time every goal will be achieved.’

4. **STORY:** *‘The Lion’s Mane’*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where does Daya live?
2. What was his dream?
3. What did the teacher ask him to get?
4. If you were Daya, how would you have felt when you first saw the lion?
5. What happened every time he went closer to the lion?
6. How did he gain the lion's trust?
7. What would have happened if Daya had tried to cut the lion's mane when he first saw him?
8. How did you feel when Daya was finally able to cut a piece of the lion's mane?
9. What lesson did Daya learn from his experience?
10. Give some examples of kind acts that require patience.

6. **ACTIVITY CHOICES:**

- (a) Pupils are asked to draw the scene when Daya sees the lion for the first time.
- (b) Have pupils role-play the conversation between Daya and his teacher.

7. **SONG:** *'Don't Give up'* (To the tune of *Alouette*)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to record, during the course of the coming week, one occasion when they exercised patience. They must be reminded to write about how they reacted and how they felt when it was over.

THE LION'S MANE

Daya, a nine-year-old boy from Africa, belonged to a fierce tribe of mainly warriors. He always longed to be the best warrior in the land. To do this, however, he had to be strong and healthy and most important of all, he had to be an excellent archer because bows and arrows were the weapons used by his tribe. At night, he dreamt that he was a great hero whose arrows always found their targets.

Everyday he took lessons which included martial arts and archery since Daya knew too well that he had to excel in archery to be considered a true warrior. He trained and trained but after six months of training, he still had not learned to aim well at his targets. He became quite dejected. Seeing him dejected, the teacher asked what was the matter. Daya replied: "Sir, will I ever become the chief archer?"

The teacher answered: "I know you can. Bring me a piece of the mane of a living lion and I assure you, you will be the best archer in the village."

Daya had heard about the teacher's wisdom and powers. It was said that he could fulfil one's wishes. But a lion's mane! He could never do that! Despondent, he left the teacher's house, thinking about this strange request. Eventually, he consoled himself saying: "At least there are lions around my village." For lions had been seen around from time to time. Deep in thought, he returned home.

A few days passed by and on one of his usual treks through the hills, Daya stopped suddenly as he spotted a big lion in the distance. He wanted to run, but instead he stood there looking directly at the lion. The lion also looked at him. Daya sat down and he and the lion looked at each other for hours. Finally, just before sunset, Daya got up and went home.

The next day he returned to the same spot and guess who was there? Yes, the lion was in the same spot. Daya was careful and without making a sound, he sat down. The lion kept his seat also, looking at the boy from time to time. In the evening, Daya got up and headed home. This went on for over two months. In the meantime, Daya was becoming bolder and bolder and he was getting closer and closer to the lion. The lion had become used to the boy, and did not seem to mind having him around. Amazing but at the end of six months, the lion was literally eating out of the boy's hand.

Daya realized that it was now time to cut the lion's mane. So he stood up one day, patting and caressing the lion's back. The lion actually seemed to enjoy it. Gathering more courage, he gently cut the lion's mane. Immediately, he ran straight to the teacher's house to give him the good news. The teacher, noticing his joy, took the mane and said: "Well done, Daya! But tell me, how did you get the mane?"

Almost breathless, the boy related his experience and ended by saying: "Sir... you won't believe this! After *six* months, I have finally cut the lion's mane."

"*Six* months.....! Why did you take so long?" asked the teacher.

“Sir, you know very well that the lion is a wild and fierce animal. You can’t get close to it easily. Every day I went to the hills. The lion got used to seeing me and I guess he learnt to trust me. Gradually, I got closer to him and eventually he allowed me to pet him. Sir, I think I gained his trust. Then I had no problem in cutting his mane.”

“Ah....so you waited patiently for six months! Daya..... now you can leave,” said the teacher.

The boy, who had expected the teacher to work a miracle, was extremely disappointed. He blurted out:

“Sir, aren’t you going to do anything about it?” The teacher smiled understandingly and said:

“Son! The patience that you used with the lion is what you need to help you master archery.”

It was that simple! Daya had learnt the secret and the magic formula to success. Yes, he realized finally that patience was the secret key that would unlock his dream.

DON'T GIVE UP

(to the tune of Alouette)

The melody is an old tune from France.

D A D

Don't give up no mat - ter what the task is. You'll suc - ceed, but

A7 D Fine D A D

on - ly if you try. On - ly if you try real hard, On - ly if you give your best.

A A7 D, C. of Fine

Try real hard - give your best - Give your best - try real hard - Ah!

UNIT 3 – PEACE

LESSON:	3
SUB-VALUE:	Discipline
AGE:	7 - 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Children will become aware that discipline is necessary for forming good habits.</i>

1. **SET INDUCTION:**

The teacher writes on the chalkboard the watchwords of the Nation.
Discussion follows: What do you understand by the word ‘discipline’?

Give some examples of ‘discipline’

- (a) in the classroom
- (b) on your way to school
- (c) at home

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT:**

‘Discipline forms good habits.’

4. **STORY:** ‘Jack’s Reward’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What festival was approaching?
2. What attracted the boys?
3. Who got the bicycle?

4. Why was Jack given the bicycle?
5. How did you feel when he got the bicycle?
6. How do you think Bill felt?
7. Give some examples of how Bill could be better disciplined.
8. What do you understand by the word 'self-discipline'?
9. Give some examples of how you can practise 'self-discipline'.

6. **ACTIVITY CHOICES:**

- (a) Have pupils role-play the scene in which Jack is given the bicycle.
- (b) Have pupils draw scenes which show discipline being practised e.g. children waiting their turn at the tap.

7. **SONG:** *I will do what is right*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Imagine that you are Bill. Write a composition on how you intend to be better disciplined.

JACK'S REWARD

There were once two brothers, Bill and Jack, who lived in Belmont on the outskirts of Port-of-Spain. Bill, the older one, was eleven years old, tall, slim and very playful. He was always short-tempered and ready for a fight. He never obeyed anyone and was always up to mischief. His parents frequently warned him about his ways but he never listened. Jack was quiet and cheerful and did everything his parents told him to do. He was a fine young boy as he was quite obedient.

The two brothers were quite different in behaviour. Every morning, after getting out of bed, Jack dutifully tidied his room. He then went to the bathroom where he prepared for school. Afterwards, he went to the kitchen where he helped his mother in whatever way he could. While his mother prepared their lunches, he carefully packed the drinks to take to school. Whenever he saw someone with a problem, he helped in whatever way he could. On his return home on afternoons, he sat down and did his homework very conscientiously. Only when this was completed, did he ask his mother's permission to look at television. Of course, if his mother wanted help to do something he was only too willing to assist.

Bill, on the other hand, was not as disciplined as his brother. He never tidied his room or bothered to help others keep the house in order.

One day Jack and Bill were walking home from school. They happened to pass a toy shop on their way. They saw a red bicycle surrounded by other toys in the window.

"I like that bicycle," said Bill. "I am going to ask Mom and Dad for it for Christmas," he continued. Although Jack admired the bicycle very much, he knew that it wasn't quite necessary, and he had enough self-discipline to know that he should not want things that were not absolutely necessary. So, he just smiled and said nothing.

As soon as they arrived home Bill ran to his parents and excitedly told them about the bicycle. That night their parents discussed the possibility of buying the bicycles. "I think we should buy the bicycles for the boys," said Mom.

"We can afford it, but I don't think Bill should have it. It's about time we taught him a lesson," said Dad.

"What do you mean?" asked Mom.

"Do you remember the number of times we talked to him about his ways? Do you remember how Bill threw Jack's favorite toy out in the rain on purpose? I got so mad at him! I am going to buy the bicycle, but only for Jack!" father exclaimed.

Finally, Christmas came. Christmas carols echoed through the house. Dad called everyone to the Christmas tree and they all received their presents.

He slipped out and returned with a red bicycle! The boys looked at it with awe! Bill rushed to it, but Dad stopped him. He ignored Bill and presented Jack with the bicycle. Tears of happiness streamed down Jack's cheeks.

"It isn't fair! I'm older than Jack and he got the bike!" wept Bill.

"I know you are older than Jack, but that doesn't mean that you have to get it. He earned it because he behaves much better than you," said Dad.

He continued, "If you look at yourself closely, Bill, you will realize how much your mother and I have to speak to you all the time.....Think about it yourself. Why do we have to discipline you all the time?"

Bill bent his head. He knew that his father was right. After a pause, he slowly said: "Dad I'm sorry. I'll agree that I have been a bit difficult and what you have said about my behaviour is true. I'll try to do what is expected of me."

I WILL DO WHAT IS RIGHT

A handwritten musical score for the song "I Will Do What is Right". The score is written on four staves of music. The first staff is in treble clef, 2/4 time, and starts with a Dm chord. The lyrics are: "I will do what is right, I will do what is good. I will". The second staff continues the melody with chords F, C, Dm, and A, and the lyrics: "do all the things that I know I should. So my". The third staff has chords Dm, C, Dm, and A, with the lyrics: "con-science and I will nev-er nev-er fight,". The fourth staff has chords Dm, A, and D Major, with the lyrics: "when I go to bed and to sleep at night." The score ends with a double bar line and a sharp sign.



UNIT 3 – PEACE

LESSON:	5
SUB-VALUE:	Optimism
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will understand that optimism assists one in achieving one's goals.</i>

1. **SET INDUCTION:**

The teacher shows the class a glass half- filled with water and requests pupils to observe carefully and describe the glass.

The teacher questions pupils to obtain the responses – ‘optimist’, ‘pessimist’.

2. **SILENT SITTING/TUNING IN:**

The teacher requests pupils to sit quietly and close their eyes while the quotation is repeated slowly.

A brief discussion of the quotation follows.

3. **QUOTATION/THOUGHT:**

*‘Every day in every way
I am getting better and better’
Dr. Emile Coue*

4. **STORY:** “*The Story of a River*”

Adapted from “*First Aid in English Reader*” – *Book B*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. How did the river begin?
2. What did the stream hope to do?
3. What experience made the stream realise that it was growing bigger?
4. How did the river feel when it was able to carry many little boats?
5. How do you think it looked at this stage?
6. How did the river feel although it was no longer clean and pretty?
7. How do you think it felt when it eventually reached the docks?
8. What qualities helped the river to achieve its goal?
9. How can optimism help you in your daily life?
10. What are some of the things you are optimistic about?

6. **ACTIVITY CHOICES:**

- (a) Have pupils repeat the quotation in unison.
- (b) Pupils are asked to write a composition beginning:

‘We had planned an open air picnic for the following day. I was awakened by heavy rain beating upon the roof’ End it with the following words: ‘I have never had such an enjoyable time.’

7. **SONG:** *‘I’m getting better and better’*

8. **FOLLOW-UP AND LIFE APPLICATION:**

- (1) Pupils are asked to make posters promoting optimism.
- (2) Pupils are to observe themselves and share pleasant experiences which they had as a result of being optimistic.

THE STORY OF A RIVER – *Adapted*

A tiny little spring burst out of the ground. As it ran down the hill-side, it whispered, “Pitter, patter, pitter, patter.” It had become a little stream. The stream passed through a field and a little girl jumped over it.

“Ha, ha!” laughed the stream. “You can jump over me now, but I am growing bigger and bigger. Some day I hope to carry very big ships. I shall have no peace until I am able to do that.”

On the stream went and soon it was joined by another and another. Soon the little stream became quite big and a long plank of wood had to be laid across it. The stream felt very happy.

“I am too big to be jumped over now!” it cried, “But I am still unable to carry big ships!” The stream danced on and on until it reached some children playing near a cane field. “We can fish here!” the stream heard a little boy say.

“Fancy!” said the stream, “I must be a river now. Children can fish and even bathe in me.” How happy it was!

As the river ran along it became stronger and stronger. It tore off bits of rocks and soil where the bank was not wide enough. It swept the mud and sand along with it. Suddenly the river ran into a village.

“A real bridge of stone!” cried the river.
“Now I am so big that people must build a bridge to cross me.”

After leaving the village, the river passed through a small town where a bigger surprise awaited it. Here the river found itself carrying hundreds of little boats, all full of happy cheerful people.

“I’m happy,” murmured the river, “But I still hope to carry very big ships.”

On went the river passing through a place where big pipes emptied dirty water into it; and huge buildings with tall chimneys stood on its banks. “I may not be clean and pretty anymore,” sighed the river, “But I can see that now I am very useful.”

Very soon, the river reached the docks. Here it began to get very excited because of all the big ships, the hustle and the bustle. It was a grand sight to see so many cargo ships and liners. The liners which transport people from one country to another were even bigger and more beautiful. No wonder the river was excited!

Then a wonderful thing happened. Suddenly the river met the sea and flowed into it.
“Now I can do it!” shouted the river.

“This is where I belong. Now I am perfectly happy!”



SONG:

I'M GETTING BETTER AND BETTER

*Everyday in every way
I'm getting better and better
Everyday in every way
I'm getting better and better
Everyday in every way
I'm getting better and better.*

NOTE : You may substitute "Try, Try Again" (pg. 76).

UNIT 3 – PEACE

LESSON: 6

SUB-VALUE: Self-Control

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize the value of exercising self-control even in the most difficult situations.*

1. SET INDUCTION:

Ask two students to reflect on the following situation:

Tommy is on his way home from school when some boys begin throwing stones at him. He looks at them and calmly walks away with his friends.

- (a) What do the boys think of Tommy?
- (b) How does Tommy feel?
- (c) Should Tommy encourage his friends to throw back stones at the boys?
- (d) What would you have done if you were Tommy?

2. SILENT SITTING/TUNING IN :

Imagine that it is evening.....late evening. You are walking along the sea-shore....Every thing is quiet save for the sound of the waves....As you look above you see birds flying home... you hear them twitter....you feel the wet sand beneath your feet and the breeze is blowing gently. As you look ahead...you see the sun... going down...down... down... and you feel the warmth of its last rays. You have come to the end of another day....You are thankful for it.... you feel peaceful...you look forward to tomorrow.

3. QUOTATION/THOUGHT:

“What it lies in our power to do, it lies in our power not to do.”

4. STORY: ‘The Old Lady’s Mistake’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did the old lady do to Mohammed every morning?
2. How did he react?
3. What do you understand by 'self-control'?
4. If you were Mohammed, how would you have behaved?
5. Why did Mohammed look for the old lady?
6. How do you think she felt about her behaviour after Mohammed showed her such kindness?
7. What do you admire most about Mohammed?
8. What would **you** have said to the old lady when she asked for forgiveness?
9. Think of a few situations in which you will practise 'self-control.'
10. Do you think that practising 'self-control' would make you a better person? Give reasons.

6. **ACTIVITY CHOICES:**

- (a) Have children role-play the scene in which Mohammed visits the sick old lady.
- (b) Imagine that you are the old lady. Write a letter to Mohammed telling him how sorry you are about your behaviour. Remember to thank him for his kindness.

7. **SONG:**

'When I'm about to lose my cool'
(to the tune of 'Que Sera Sera')

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to make a note during the course of the coming week about one occasion when they practised self-control e.g.

- (a) having fewer chocolates/sweets/soft drinks or
- (b) when they controlled their anger on the playfield or at home.

These will be shared at the end of the week.

THE OLD LADY'S MISTAKE

In a small village, there lived a gentle and peace-loving man named Mohammed. He went around doing as much good as he could wherever the need arose, and many people began to admire him for this. But because he became well-liked and popular for his kindness, others grew envious of him. They spread rumours that he was not the kind person he pretended to be and some even planned to attack and harm him.

One old lady, in particular, felt that his popularity was growing too quickly. She disliked him very much. She could not control her anger and hatred towards him. She knew that he passed in front of her home on his way to and from work, and so one day, she collected all the garbage in the house and waited for him to pass by. As she saw him coming, she went to the upstairs window of her house and threw all the garbage on his head. But Mohammed was not bothered and did not even care to look up. He continued on his way, shaking off the rubbish that had fallen on his head and shoulders. The lady, however, had a good laugh at his plight. "Well, well, this is just the greeting he should get from me every morning," she said to herself. Although she continued to do this every morning, to her surprise, Mohammed did not even show the slightest bit of anger. He calmly shook off the garbage and continued on his way. The old lady was very puzzled that Mohammed could exercise so much self-control; but she continued to taunt him, hoping that he would lose his anger.

One day, however, while Mohammed was passing her house, he suddenly realized that no rubbish had fallen on his head for the past three days. Although he was glad it had stopped, he was also worried.

He wondered: "Why has the rubbish not fallen down today?"

"Maybe something is wrong. I shall go in and find out what has happened to the person."

Mohammed went up and knocked at the door which was half-closed.

"Come in," said a weak voice.

As he stepped in, he saw an old lady lying in bed and groaning in pain.

"You seem to be very ill, Mother," Mohammed said affectionately. "Have you been taking your medicine?"

"There is no medicine in the house, and I am too weak to go out and get some."

Mohammed soon realized that her illness had prevented her from gathering the garbage and dumping it on him, but he ignored that and did what he felt he should do. He returned later that day with a bottle of medicine and said: "I have brought you this medicine. Please take it three times a day and you will soon be well."

The old lady was moved to tears by Mohammed's kindness.

"What a peaceful and tolerant man you are. You practised so much self-control when I was so mean to you. Please forgive me."

SONG:

(sung to the tune of 'Qué Será Será')

When I'm about to lose my cool

I ask myself, 'what should I do?

Should I be angry, should I stay calm?'

Here's what I tell myself.

' Don't be mad at all

It's not a good thing for you

It only makes others sad

Whenever you get mad.'

PEACE
ATTITUDE RATING

NAME:.....

Check the column which shows how you act.

		ALWAYS	MOSTLY	SOME	NOT YET
1.	I am patient.				
2.	I follow directions.				
3.	I obey class rules.				
4.	I am understanding.				
5.	I take my turn in lines.				
6.	I do not interrupt others.				
7.	I speak softly to others.				
8.	I clean my room every day.				
9.	When I am angry, I relax.				
10.	I finish my work.				
11.	I like nature walks.				
12.	I am content.				
13.	I like myself.				
14.	I am happy.				
15.	I don't show off.				
16.	I can sit quietly.				

CHAPTER 12

WHAT THEY SAY ABOUT – LOVE

Dr. Leo Buscaglia

“To live in love is life’s greatest challenge. It requires more flexibility, subtlety, sensitivity, understanding, acceptance, tolerance, knowledge and strength than any other human endeavor or emotion....”

“Neither the love of self--- what educators call self-respect, nor love of others --- responsibility and love for his fellow man --- can ever be taught in our present educational system. Teachers are too busy “managing” to be “creating”. As Albert Einstein said, “It is nothing short of a miracle that instruction today has not strangled the holy curiosity of inquiry.”

Dr. Maria Montessori

Every work which is done according to the laws of nature and creates a harmony among beings attains consciousness under a form of love.”

“A child’s love of his surroundings appears to adults as the natural joy and vivacity of youth. But they do not recognize it as a spiritual energy, a moral beauty which accompanies creation.”

Dr. Eric Fromm

“Love is an activity, not a passive affect; it is a “standing in” not a “falling for”. In the most general way, the active character of love can be described by stating that love is primarily **giving**, not receiving.”

“It is hardly necessary to stress the fact that the ability to love as an act of giving depends on the character development of the person.”

Dr. Alexander Lowen

“Every king needs an adviser. Every heart needs a head which will provide it with eyes and ears so it can be in touch with reality. But do not let the head presume to rule; that is a betrayal on one’s heart.”

Dr. Gerald Jampolsky

“There is no point beyond which the combined power of the mind and will cannot go, because when united they allow thought to be flooded with love.”

LOVE

JOY

INNER
HAPPINESS

TOLERANCE

FRIENDSHIP

KINDNESS

SINCERITY

FORGIVENESS

COMPASSION

GENEROSITY

SHARING

CARING

HELPING

UNIT 4 – LOVE

LESSON: 1

SUB-VALUE: **Kindness to Animals**

AGE: 5 – 7 years

TIME: 20 minutes

OBJECTIVE: *Pupils will learn to show kindness to animals.*

1. **SET INDUCTION:**

The teacher shows pupils pictures of a dog, a cat and a bird and asks them to name the animals.

The teacher develops discussion by asking the following questions:

- (i) Where can we find these animals?
- (ii) How do we care for these animals?
- (iii) What do these actions show?

2. **SILENT SITTING/TUNING IN:**

The pupils are requested to sit quietly, close their eyes and think about a beautiful bird. A brief discussion on the quotation follows.

3. **QUOTATION/THOUGHT:**

“Be kind to all animals.”

4. **STORY:** *‘Ayesha Rescues a Bird’*

Adapted from *“The Republic Reader”* Book One.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What were the boys trying to do to the dove?
2. How did you feel when the boys were trying to hit the bird?
3. What did Ayesha do to free the bird?
4. How do you think the bird felt to be free again?
5. Why should children never be naughty to animals?
6. What kind of boy is Dindial?
7. What promise did the boys make?
8. Which of these is true?
 - (i) Ayesha is a naughty girl.
 - (ii) Ayesha is kind to animals.
9. What are some kind deeds we can do for animals?

6. **ACTIVITY CHOICES:**

Reading: The teacher and pupils formulate a Language Experience Chart from the pictures used in the set induction.

7. **SONG:** “*Gently Laughs the Donkey*”

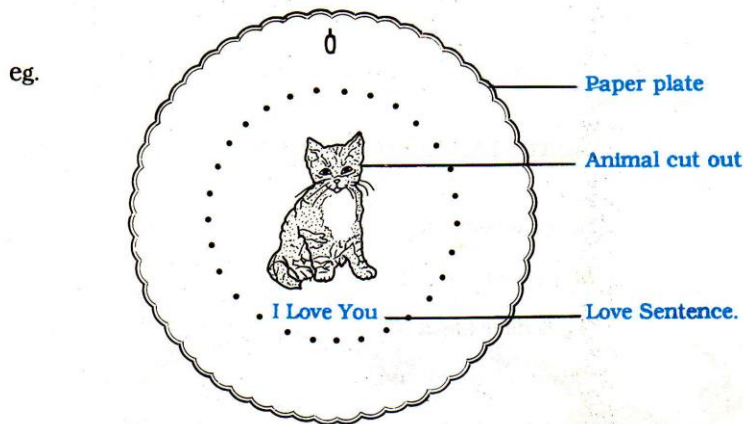
8. **FOLLOW-UP AND LIFE APPLICATION:**

- (a) Pupils are requested to ask Mummy or Daddy to relate one short incident which shows kindness to animals.

Pupils will share experiences.

- (b) Pupils make a wall plaque using a paper plate and an animal cut out.

Pupils will write one love sentence below the cut out.



AYESHA RESCUES A BIRD

Ayesha is going across the savannah with children of her class. She sees a group of boys about five metres away. It seems that they are throwing stones at something small.

On getting closer, Ayesha sees, to her horror that they are trying to hit a little brown dove. It is tangled in kite-thread. The poor bird jumps from one spot to another so as not to get hit.

Ayesha is indeed filled with horror. She is a great lover of animals and would never hurt an animal. She would never kick a dog, hit a cat, or throw stones at fowls. She also finds it hard to understand why people hurt animals. Ayesha quickly bursts into action. She runs over to the boys and calls out to them.

“Leave it alone! Leave it alone!” she cries.

“Don’t you see it’s helpless?” And with these words she quickly untangles the bird. The little brown dove is soon freed. Ayesha is happy.

The boys look at her and a feeling of guilt comes over them as they see her kind action. They even feel worse when they see her take the bird to her chest and kiss it before letting it fly.

Dindial, one of the boys, feels very sad about the whole thing. He looks at her and says,

“Ayesha, why did you do that?”

“Dindial,” she says, “Look at it this way. If you were in that bird’s place, would you have liked someone to throw stones at you?”

Dindial now looks at her shyly, and in a very low voice, says “No.” He and the other boys know Ayesha is right. They promise themselves there and then, never to hurt animals again.

SONG:

GENTLY LAUGHS THE DONKEY

Gently laughs the donkey

At the break of day

If you do not feed him

This is what he'll say:

Hee haw! Hee haw!

This is what he'll say.

Sweetly chirps the birdie

At the break of day

If you do not feed him

This is what he'll say:

Tweet Tweet! Tweet Tweet!

This is what he'll say.

Other animals and their sounds may be added for other verses.

UNIT 4 – LOVE

LESSON: 2

SUB-VALUE: **Friendship**

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Children will become aware that self-sacrifice is an important aspect of friendship.*

1. **SET INDUCTION:**

The teacher develops discussion on the following:

‘If one of your friends wanted something that you really cherished, what would you do?’

2. **SILENT SITTING/TUNING IN :**

3. **QUOTATION/THOUGHT:**

“The only way to have a friend is to be one.”

4. **STORY:** ‘Allan’s Secret’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Who placed first in test all the time?
2. What prevented Steve from attending school?
3. How do you think he felt about having to stay at home?

4. What eventually happened to his brother?
5. What did Allan do to cheer up his friend? Why?
6. What kind of friend is Allan?
7. If you were Allan, how would you have cheered up Steve?
8. What qualities do you like your friends to have?

6. **ACTIVITY CHOICES:**

Have pupils role-play the part of the story where Allan gives his explanation to the teacher.

7. **SONG:** *'Dear Friends'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Have the pupils write a composition on *'My Best Friend'*.

ALLAN'S SECRET

Allan and Steve were two brilliant boys. They attended a primary school in Chaguanas, and were both in standard five. They were very close friends and each loved the other as his own brother. In every examination, they topped the class, Steve in first place and Allan in second.

One day Steve's mother, who was a widow, fell seriously ill. Steve looked after her day and night, but she grew weaker daily. After two months of suffering, she died. It was her last wish that Steve would be well cared for by his aunt and uncle.

Having missed school for two months, Steve had to study day and night as his examinations were drawing nearer. But the memory of his dear mother disturbed him a great deal. As a result of Steve's misfortune, everyone thought that Allan would surely be first in class this time.

The examinations were over. The teacher was very surprised when he went through Allan's answers. Although the questions were quite simple, Allan had not answered some of them. He therefore sent for Allan and asked him why he was unable to answer those questions. For a moment Allan stood still, wondering whether he should tell his secret to the teacher.

Very sadly, he replied, "Sir, you know Steve has been first all the time. He recently lost his loving mother and is now an orphan. If he does not place first in class, that would be another cruel blow to him. I did not answer those questions because I wanted Steve to get first place. I thought that would cheer him up and make him happy too."

He then continued anxiously, "But, Sir, please keep this secret. Don't tell anyone else because if Steve finds out about it, he will become more miserable. He is my best friend and I want him to be happy."

For a moment the teacher was speechless. With a look of admiration, he patted him affectionately and said, "My dear boy, today I am very proud of you."

DEAR FRIENDS

The image shows two staves of musical notation in G major (one sharp). The first staff has a treble clef and a key signature of one sharp. The notes are G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4. Chords are indicated above the notes: Dm, C, Dm, A, Dm, C, Dm, A. The lyrics "Dear friends, dear friends,* let me tell you how I feel." are written below the first staff. The second staff has a treble clef and a key signature of one sharp. The notes are G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4. Chords are indicated above the notes: Dm, C, Dm, A, Dm, C, Dm. The lyrics "You have gi-ven me your rich-es. I love you so." are written below the second staff.

This song may be sung as a round. Second group of singers enter at asterisk (*).

Author of the words is unknown; tune is old folk song, "Rose, Rose".

UNIT 4 – LOVE

LESSON: 3

SUB-VALUE: **Sharing**

AGE: 7 - 9 years

TIME: 30 minutes

OBJECTIVE: *Pupils will become aware of the important role that sharing plays in bringing happiness.*

1. **SET INDUCTION:**

The teacher has large pictures of:

- (a) children sharing sweets/toys/ fruits
- (b) people distributing parcels to the poor
- (c) a child giving alms to a beggar
- (d) children in a playfield

What is happening in each of the pictures? How does each make you feel?

Do you share your toys, fruits, food and sweets with others? Do you give to the needy? Do you enjoy giving? Do you like receiving?

2. **SILENT SITTING/TUNING IN:**

Imagine you are in a beautiful garden. There are flowers and trees around you. Birds are singing... butterflies are flitting around ...the breeze is swaying the flowers and trees gently.... very gently... everything else is quiet.

3. **QUOTATION/THOUGHT:**

'Sharing brings happiness.'

4. **STORY:** *'The Selfish Giant' by Oscar Wilde*
(Adapted from *'A Hilda Boswell Little Treasury'*).

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. How did the giant feel when he returned home and saw children playing in his garden?
2. What did he do as a result?
3. What kind of behaviour is he showing?
4. What would you have done?
5. How did you feel when the children were locked out?
6. What happened to the garden? Why?
7. Why did springtime return to the garden?
8. Can you give a reason/reasons for the change in the giant?
9. What do you think the giant learnt from his experience?
10. How do you feel when you share?
11. How do those with whom you share feel?

6. **ACTIVITY CHOICES:**

- (a) Draw and colour pictures which show 'sharing'.
- (b) Write a story in which you share something. Remember to write about how sharing made you feel, and how the person with whom you shared felt.
- (c) 'Sharing' does not only mean giving 'things' to others. Make a list of what else you can share.

7. **SONG:** *'Sharing is Caring'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Keep a record/log this week of each time you shared with your parents, friends, classmates, neighbours and the needy. These experiences will be shared at the end of the week.

THE SELFISH GIANT

Every afternoon, the children used to go and play in the Giant's garden. It was a large garden with flowers and fruit trees that in springtime broke out into delicate blossoms and in the autumn bore rich fruit.

The Giant had been away for seven years- but one day he came back. He saw the children playing in the garden. "What are you doing here?" he asked in a loud gruff voice. The children ran away. "My own garden is my own garden," said the Giant. So he built a high wall all around it and put up a notice saying, *'Keep Out'*.

He was a very selfish Giant; now the children had nowhere to play. The spring came, but in the garden of the selfish Giant it was still winter. The trees did not blossom and the flowers did not bloom because they missed the children. The only ones who were pleased were Snow and Frost. They brought the strong cold wind and he roared all day about the garden, and rattled on the roof of the Giant's castle.

"I cannot understand why the Spring is so late," said the selfish Giant. But Spring never came nor Summer. Autumn brought fruit to every other garden but not to the Giant's. "He is too selfish," she said. So it was always winter there.

One morning, the Giant was lying awake in bed when he heard some lovely music. It was really only a little linnets singing outside the window, but the garden had been silent for so long, the sound delighted him. He went to the window and looked out. Through a hole in the wall the children had crept in. The trees were smothered in blossoms, except for one which was still covered in frost. A little boy stood there crying. He was too small to climb up. The Giant went out to the garden and lifted him.

"How selfish I have been!" he said. "Now I know why Spring did not come here. I will knock down the wall, and my garden shall be the children's playground for ever and ever."

The little boy stretched out his two arms and flung them around the Giant's neck. The other children came running when they saw the Giant was not wicked any more.

"It is your garden now, little children," said the Giant, and he took a great axe and knocked down the wall. When the people were going to market, they saw the Giant playing with the children in the garden. In the evening, the children came to say good night.

"Where is the little boy?" asked the Giant.

"He has gone away," answered the children.

Every day the children came to play, but the little boy never came back. "How I would like to see him!" the Giant sighed.

Years went by and the Giant grew very old. One winter morning he looked out and saw one tree was in blossom and beneath it stood the little boy he loved. He hurried out, crying, "You have come back, my child!" and the child smiled and said, "Today you shall come with me to my garden, which is Paradise."

SHARING IS CARING

Shar-ing is car-ing. For oth-ers all are broth-ers.

Giv-ing and for-giv-ing is real-ly liv-ing the lov-ing

way. Words like "I" and "mine" bring a-

bout pos-ses-sive-ness. And hold-ing on-to what we own won't

bring us hap-pi-ness. So love and smiles and sym-pa-thy should

not be locked a-way; for those things on-ly mul-ti-ply when

giv-en a-way. Shar-ing is car-ing. For oth-ers all are

broth-ers. Giv-ing and for-giv-ing is real-ly

liv-ing the lov-ing way.

UNIT 4 – LOVE

LESSON: 4

SUB-VALUE: **Caring/ Helping/ Service to others**

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize that caring/helping/ service to others is a vital aspect of love.*

1. **SET INDUCTION:**

The teacher builds a discussion on the following questions:

Do you help your parents?

What are some of the things you do?

How do your parents feel when you help them?

How do you feel when someone helps you?

Have you ever helped someone outside of home?

(Experiences are shared briefly).

Is there anyone in your village/town who helps others?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the class to sit quietly and close their eyes for a short while. The teacher repeats the quotation slowly.

A brief discussion of the quotation follows.

3. **QUOTATION/THOUGHT:**

‘To help is beautiful, but only if it is done with joy and a whole heart.’

4. **BIOGRAPHY:**

‘St. Francis of Assisi’ – Rhoda Power – Heroes and Heroines.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did Francis' illness make him realize?
2. How did his father react when he saw Francis befriending beggars?
3. How did you feel when Francis was thrown into prison? Why?
4. What would you have done when you were released from prison?
5. Why did Francis lose his friends?
6. Would you have joined him? Why/ Why not?
7. How did Francis and his followers spend their time?
8. What qualities must a caring person have?
9. How has Francis helped the sick and suffering in various parts of the world?
10. Why was he made a saint?
11. How can you help the sick and suffering in your community/village?

6. **ACTIVITY CHOICES:**

- (a) Write about an occasion when you helped someone. Try to bring out in your writing how you felt about helping the person.
- (b) If you have an animal at home, write about how you care for it.
- (c) Write a poem beginning with the following lines:

“Helping is doing dishes for mummy,
It's holding a hand to cross the street....”

7. **SONG:** *'Try A Little Kindness'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Keep a record/log this week of all the things that you do to help others. These experiences will be shared at the end of the week.

ST. FRANCIS OF ASSISSI

A rich Italian merchant who lived in the town of Assissi had a son called Francis. He was so rich that he could give the boy whatever he wanted. Francis wore clothes made of soft fine silk embroidered in gold and silver; he had velvet coats lined with fur. If he asked for jewels, his father bought them for him, and if he wanted anything to eat, a servant brought him a tray piled high with every sort of delicacy. He had horses and money, and he led a gay, happy life.

One night, when Francis was lying in bed, his head began to ache and his body to burn with fever. The next day he was very ill, and for a long while he lay on his couch suffering great pain. The best doctors came to see him and he was tenderly nursed.

While he was still too weak to leave his bed, Francis began to compare his own gay life with the sick who lived in Assissi; and he thought, "It is wrong of me to waste my youth and my strength seeking pleasure. I must try to help people who are as ill as I have been, yet have no one to care for them."

When he was well, Francis sold his jewels and his fine clothes, and gave the money to the beggars he met at the roadside.

When his father saw that his son was living like a beggar, he was very angry. He seized Francis and shut him up in prison, thinking, "When I set him free he will come back and live in this fine house. He will be tired of suffering, and he will be afraid to disobey me."

But Francis was not afraid. When he came out of prison he went back to the poor. He even went and lived with the lepers who had such a terrible illness that people feared to touch them.

One day Francis sold a piece of cloth from his father's warehouse and gave the money to a poor priest who was repairing a shrine. His father was angry and took Francis before the judge.

"Francis," said the judge, "You wish to help God by repairing this shrine, but God cannot accept from you something which is not yours. You have no right to your father's money."

Francis bowed. "I understand, sir," he answered. "All that I have belongs to my father. I will give it back to him." Then he took off his clothes and gave them back to his father and left the court, wearing only a shirt.

So Francis went away from his father's house wearing a gray coat, like those which only the poor country people wore, and he made friends with the sick and the needy, sitting up with them all night and washing their wounds. He remembered how Jesus had washed the feet of the poor and he wanted to be like him.

Very soon all the friends who used to dance and hunt with him began to leave him. They thought he was a madman, and they pelted him with mud and stones. But Francis took no notice. He wandered about the country, caring for the sick, making friends with the poor, and teaching everyone about the goodness of God. He had neither money nor food; but because he was always so kind and cheerful people began to love him. When they saw him coming along the road barefooted and bareheaded, they came to meet him and give him bread. Then Francis would sing to them the old happy songs that he had learned as a boy, and talk to them about the love of God. And the people would look at him gently and say, "He is our brother and a friend of all the world."

Francis was a friend of all the world. Indeed, his heart was so full of love that he called everyone and everything brother and sister. The flowers in the fields were his "little sisters," the animals in the woods his "little brothers." When the weather was hot and Francis was parched with thirst Brother Wind and Sister Water refreshed him. When it was cold, Brother Fire warmed his shivering body. At night Sister Moon gave him light, and in the morning when he awoke he used to sing, "Praised be Thou, Lord, with all thy Creatures, especially for my Brother Fire."

He was so well loved that people wanted to be like him. One day a rich nobleman called Bernard and a famous lawyer called Peter gave up all they had and followed Francis. "Let us be your brothers too," said they. Then Brother Bernard, Brother Peter and Brother Francis built a hut out of branches and mud, and lived together, praying, preaching, and doing good.

Not long afterwards, Francis was walking through the forest when he came to a little patch of bare ground, and there he saw a ploughboy kneeling at prayer. When he heard Francis coming, the ploughboy rose and said, "My name is Giles. Will you have me too? And Francis took him by the hand.

They all sat under a tree, the wealthy merchant's son, the young nobleman, the famous lawyer, and the poor ploughboy, and each called the other "Brother."

Little by little many people gave up everything and followed Francis and his three friends. Men called them the Franciscan friars, which means the Brothers of Francis. Barefoot and dressed in the coarse, gray-brown robes, with ropes knotted round their waist, they wandered into the dirtiest parts of the town, where people were suffering from fevers and they nursed the sick. They were never weary of helping and serving, for they believed that "God is love," and this made them happy.

One day, when Francis was walking through the woods, he saw all sorts of birds gathered together, so he ran to the spot and greeted them. The birds were not afraid. Those which were on the ground gazed upwards, and those which had perched on branches, bowed their little heads and looked down at him. Then Francis preached them a sermon. He said, "My Bird Brothers, you ought to praise God who has clothed you with feathers, granted you wings to fly, and given over to you the pure air."

While he was speaking, the little birds all began to stretch their necks and open their beaks and look closely at him. He walked among them and touched them, and not one of them moved away until he had blessed them all. Then they flew singing and twittering above the tops of trees.

Once, one of the brothers brought Francis a little lame hare which they had rescued from a trap. "Come to me, Brother Hare," said Francis, and when the little creature hopped towards him, he picked it up and caressed it. But when he put it on the ground so that it might run away, it returned again and again.

As time passed, Francis gathered more and more friars around him, and he made rules for when he was with them and when he was away. Because of these rules his brotherhood was called the Franciscan Order.

One day, when the sun was shining brightly, Francis went on a journey.

"Where are you going?" asked the people along the way.

"To Rome," said Francis, "To ask the Pope to read our rules and bless our Order."

People say that when the Pope saw the shabby, gray-brown robe Francis was wearing, his dirty hands and dusty naked feet, his shaggy hair and beard, he was very much astonished. He read the rules and he thought that they were almost too difficult for any man to obey. "Brother," said he, smiling at the barefooted, untidy man who stood so humbly before him, "Go to the pigs, for you are more like them than a man. Read them your rules."

And Francis went out into the fields. He saw the pigs in the mud, and he sat among them and read them his rules. Then he went back to the Pope and said, "Father, I have done as you commanded. I pray you, grant me now your blessing."

The Pope was amazed at the humble way his words had been obeyed. He gave the Franciscan Order his blessing.

Francis now began to think that he ought to help other countries besides Italy, for he knew that everywhere he would find the sick and poor. So he divided his brothers into little companies and sent them far and wide to carry their message of healing and love into different parts of the world. The brothers set out bravely. Sometimes people treated them unkindly and mocked them because they were barefooted and poor, but gradually they made friends and little by little, men came to them and said, "Let us be brothers too."

And so it happened that in many different lands there were groups of Franciscan friars tending the sick and caring for the poor. At first, they lived in little huts, but after a while people who loved them began to give them land, and they built themselves monasteries where they could live and churches where they could worship.

But Francis stayed in Italy. Year after year he and the Brothers who were with him wandered about, doing good and preaching the word of God, until Francis began to grow old and blind.

Day by day the Brothers watched him growing weaker, until at last his strength failed.

He gave them his last sweet smile, and murmuring, "Welcome, Sister Death," he died. With the tears falling from their eyes, the Brothers knelt by his bed and prayed. "Amen," whispered one, and as he did so the air was filled with sweet music. It was as though soft bells were ringing and heavenly voices were singing. The Brothers stole to the door and looked out. On the roof of the hut, in the trees and bushes, on the rocks and among the reeds were birds of all kinds, piping, singing, and twittering. These "little brothers" whom St Francis had loved were still praising God, although their old friend could no longer tell them to do so. Many years later, people remembered how good and loving Francis had been, and they made him a saint.

SONG:

TRY A LITTLE KINDNESS

*If you see your brother standin' by the road,
With a heavy load, from the seeds he's sowed,
And if you see your sister, fallen by the way,
Just stop and say, ' You're goin' the wrong way'.*

*Don't walk around the town down and out,
Lend a helping hand instead of doubt;
And the kindness that you show ev'ry day,
Will help someone along their way.*

CHORUS:

*You got-ta try a little kindness,
Yes, show a little kindness,
Shine your light for ev'ryone to see,
And if you try a little kindness, then you'll overlook
the blindness,
Of narrow-minded people on their narrow-minded streets.*

UNIT 4 – LOVE

LESSON: 5

SUB-VALUE: Devotion

AGE: 9 - 11 Years

TIME: 55 minutes

OBJECTIVE: *Pupils will become aware that giving completely of themselves is a vital aspect of love.*

1. SET INDUCTION:

The teacher shows the class a picture of Mother Teresa.

Discussion focuses on her:

Who is the lady in the picture?

What do you know about her?

Where has she done most of her work?

What are some of her outstanding qualities?

2. SILENT SITTING/TUNING IN:

3. QUOTATION/THOUGHT:

‘There is something better that a man can give than his life. That is his living spirit to a service that is not easy.’

4. STORY/BIOGRAPHY: ‘Mother Teresa’(Adapted)

Curriculum Suggestion: Social Studies

5. DISCUSSION:

1. What was Mother Teresa resolute on doing as a little girl?
2. How did she partly fulfil her desire?
3. Why did she leave the Loreto Order?

4. What did she consider to be her life's mission?
5. What does this tell us about her?
6. What does 'devotion' mean?
7. How has Mother Teresa helped the sick and suffering in various parts of the world?
8. To whom is she particularly devoted? Why?
9. How are they cared for?
10. What is one of the most outstanding achievements of Mother Teresa's life?
11. How do you think she will use the award? Why?
12. What does this reveal about her?
13. How can you show 'devotion' to the sick and suffering, your family and friends, and your teachers?

6. **ACTIVITY CHOICES:**

- (a) Write a story about a kind deed you did because of your love for another/ others.
- (b) Draw and colour scenes showing 'devotion'.

7. **SONG:** *'Love the Good You see in All'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a 'Devotion Calendar':

Draw seven large boxes on your calendar.

Plan seven days of 'devotion'.

In each box write a different way in which you plan to be a devoted person.

When you succeed, put a star in your box. Congratulations!

MOTHER TERESA

Mother Teresa was born in 1910 to Albanian parents in Yugoslavia. She was named Agnes. From a tender age she was resolute on devoting her life to loving service. She wanted 'to go out and give the love of Christ' by becoming a missionary nun working for the poor.

By the time she was 18, Agnes had joined the Irish branch of Loreto nuns who were working in Calcutta, where she soon began teaching Geography at St. Mary's High School. Until then, she was a Roman Catholic teaching nun – devoted, dynamic, but apparently otherwise unexceptional. One day a beggar woman came to the convent door. Mother Teresa gave her food, then put her into her own bed for the night. It saddened her that she could do so little to help her.

It was on a train ride to Darjeeling that she felt the touch of a divine command. Its message: she must leave Loreto, leave the convent where she had been happy for so long, leave the school and her beloved pupils behind and plunge into Calcutta's slums to care for 'the poorest of the poor'. This was a call that could not be ignored. She did not feel that she had been offered a choice. It was a command. 'I knew it was God's will and I had to obey,' she said.

As she waited for the Church's permission to leave the Loreto Order, she managed to get hold of some basic first-aid equipment – mainly aspirins and bandages – and went out into the streets of Calcutta with a handful of her pupils to start up a simple dispensary for the sick. When permission was finally granted, Mother Teresa left the sheltered life of Loreto behind and walked out into the unknown. She had been happy at Entally and the parting was painful. Her pupils wept to see her go. 'Why can't it be someone else?' they asked. 'Why does it have to be her?' From there, for the time being she left Calcutta. Her destination was Patna, over 600 kilometres away.

In Patna, she took a four-month intensive nursing course – necessary if she was to be of any use to the poor. On her return to Calcutta, she wanted to found an Order of her own, one which would identify totally with the 'poorest of the poor', living exactly as they did. Her nuns, she said, would eat only what the very poorest ate – rice and salt, followed by salt and rice. This Order has since become the Missionaries of Charity which serves the sick, the lonely, the destitute and the dying in 30 countries.

With only five rupees in her purse, Mother Teresa set out upon her life's mission. Each day she went on foot into the slums with medicines and a little food. And there, in Moti Jheel, in the same slum which she had seen from the convent window, Mother Teresa set up a school outside, on a patch of ground among the wretched shacks. She had no tables, chairs, blackboard or chalk. But that did not deter her. Kneeling on the ground, she picked up a stick and began to trace the alphabet in the dust. The children came off the streets and watched her, open mouthed. That first day there were five of them but each day thereafter more and more came. She also taught them simple hygiene, like how to wash with a bar of soap – something most of them had never seen.

Mother Teresa was still quite unknown, and a beggar herself, begging for scraps of food and medicines for the poor. One day as she passed in front of a busy hospital in the city centre, she saw a woman lying on the pavement, not quite dead, her feet half-eaten by rats and ants. Without hesitation, Mother Teresa took the dying woman into her arms and carried her inside the hospital, where she demanded that the woman be admitted. At first they refused. The woman was too far gone and, in any event, she was too poor to pay for treatment. The angry little nun persisted. She would stay there all day and night too if necessary, until they agreed to take the woman in. At last her determination wore them down and the woman was grudgingly given a bed in which to lie.

A few hundred metres from where Mother Teresa found this first dying woman is Shishu Bhavan, the nerve centre of Mother Teresa's work. It is where the hungry are fed and sick are treated. It is, above all, a home for abandoned or dying children, many of whom Mother Teresa and her Sisters have taken from the dustbins, gutters and garbage heaps. In this building, there are children everywhere. The Sisters claim that they have never turned a child away. 'We always have one more bed for one more child,' they said. They take them all, the orphans, the crippled, the mentally handicapped, and those whose parents are simply too poor to keep them.

These children would certainly die if Mother Teresa did not take them in, and many people criticize her for bothering to try and save them. But she is fiercely on the side of life. 'I don't care what people say about the death rate,' she protests. 'Even if they die an hour later, let them come. The babies must not die uncared for and unloved. If we refuse them, we are closing our doors and these babies will be killed.'

Mother Teresa has devoted her life to the people whose needs are deepest. This is why she is not content just to open Homes, but must also provide clinics, dispensaries, leprosy care, schools, crèches, training centres and feeding programmes. As she says, *'The people who have nothing, who have nobody, who have forgotten what human joy is, who are rejected, unwanted, unloved, uncared for, naked or homeless – these are our people.'*

At 69, Mother Teresa of Calcutta was awarded the 1979 Nobel Prize for Peace. Tiny, grey-eyed, her face deeply seamed with passing years, Mother Teresa received the news with characteristic lack of fuss in the Missionaries of Charity Mother House in Calcutta. She said, 'Personally, I am unworthy; I accept in the name of the poor because I believe that by giving me the prize they've recognized the presence of the poor in the world.'

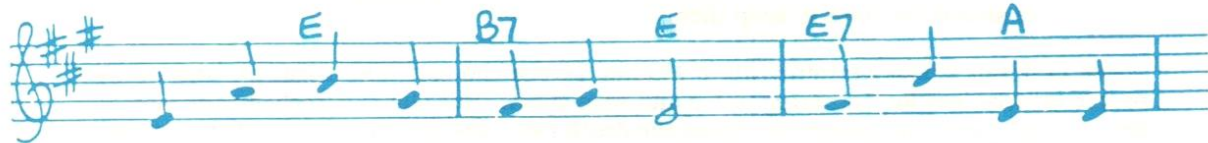
LOVE THE GOOD YOU SEE IN ALL



1. Love is gen-tle, love is sweet. Love has will-ing
2. Love is nev-er cross and rude. Love is ev-er



hands and feet. Love your work and love your play.
kind and good. Love makes hap-py, smil-ing fac-es.



Love the good-ness of each day. Love the birds and
Let it shine in all dark plac-es. Wheth-er great or



love the flowers, love the fresh, sweet morn-ing hours.
wheth-er small, love the good you see in all.



Al - ways love to do your part. Then you'll have a
Wheth-er great or wheth-er small, love the good you



hap-py heart.
see in all.



UNIT 4 – LOVE

LESSON: 6

SUB-VALUE: **Kindness**

AGE: 9 - 11 Years

TIME: 35 minutes

OBJECTIVE: *Pupils will appreciate how kindness leads to making themselves and others happy.*

1. **SET INDUCTION:** Role-Play

A child arrives late for class. He rushes in, stumbles and falls.

If he is assisted by a student the teacher draws the attention of the class to the act.

If there is no assistance, the teacher helps the student and also draws the pupils' attention to it.

2. **SILENT SITTING/TUNING IN:**

Pupils are guided into silent sitting by the teacher who repeats the quotation for the class.

3. **QUOTATION/THOUGHT:**

“Kindness makes all happy.”

4. **STORY:** *‘The Kind Old Fisherman’*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. How did the fisherman feel at the beginning of the story?
2. How did he feel when he saw the girl?
3. If you were the girl, how would you have felt when the man opened his door?
4. What kind of person is the fisherman?
5. How did he feel at the end of the story?

6. What are some ways of showing kindness?
7. Can you tell us of a kind deed that you have done?
8. Can you tell us of a kind deed that you have witnessed?

6. **ACTIVITY CHOICES:**

(a) Pupils are asked to write a composition on:

(i) An occasion when someone was kind to you.

or

(ii) An occasion when you were kind to someone.

(b) Pupils are asked to draw the old man inviting the little girl into his cottage or any other scene that appeals to them.

7. **SONG:** *'Try a little kindness'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are given a drawing of a flower on which they are to record kind deeds done during the course of the week.

THE KIND OLD FISHERMAN

There was once a sad, old fisherman who lived all alone in a little cottage by the sea. He was very old and could no longer go out to sea to fish. Every day he would go and help the other fishermen of the village to mend their nets and sort their fishes. His wife and daughter had died from a deadly fever which had swept through the village. Because of severe pains in his legs he was unable to keep his home clean and tidy and this made him even more sad.

One evening as he was about to have dinner he heard the sound of someone sobbing outside. This was followed by these words, "Go away you little wretch! Go away, I tell you! I can't afford to keep you any longer. Go and beg for your living," As the sobs grew louder the old man took the lamp and opened his door. There he saw a shivering little girl sitting on his doorsteps.

"What's the matter? What are you doing here?" he asked.

"My master has turned me away. I have nowhere to go!" she sobbed.

"Have you no parents?" he questioned.

"No, I'm an orphan," she replied.

As she raised her face to look at him the old man thought that she looked just like his little daughter who had died. He felt very sorry for her as she sat all alone with nowhere to go. He opened his door wider, stepped aside and invited her in. How different it was inside! She was offered food, some warm clothing and a place to sleep. Soon she was fast asleep on his couch.

The old man also went off to bed but was unable to sleep until the wee hours of the morning because of severe pains in his bones. He awoke late next morning and found the little girl cleaning his home. He left for the shop and on his return he felt very pleased to see his house in perfect order. He offered her the job of housekeeper. After spending so much time together they grew to love each other. At the end of the month he offered to pay her for services as housekeeper. To his surprise, she bent her head and refused to accept the money. She looked sadly at him and said, "How could I take wages from you who have saved me from want and cold?"

He looked at her lovingly and held out his arms to embrace her. On seeing his open arms she rushed into them, and with a soft cry hid her face in his bosom. As he held her tenderly he said, "From now on you are my daughter. I will always take care of you. You can call me Father."

From that day onwards they both lived happily ever after.

SONG: *"Try a little Kindness"*
 (See Page 139)

LOVE
ATTITUDE RATING

NAME: _____

Check the column which shows how you act.

	ALWAYS	MOSTLY	SOME	NOT YET
1. I am kind to animals.				
2. I share my toys and games.				
3. I care for my friends				
4. I forgive others.				
5. I am courteous.				
6. I share my food.				
7. I do not tease other children.				
8. I am friendly.				
9. I am faithful and loyal to my friends.				
10. I am tolerant.				
11. I do not get angry.				
12. I feel sorry for those who are suffering.				
13. I don't hurt the feelings of others.				
14. I don't show off.				
15. I apologize easily.				
16. I ignore bullies.				

CHAPTER 13

WHAT THEY SAY ABOUTNON- VIOLENCE

Dr. Jean Piaget

“The first task of the educator concerning the international problem is therefore to attempt to adapt the student to such a situation without hiding any of its complexity. It is to mould a spiritual tool in the mind of the child.... not a new habit, or even a new belief, but rather a new method and tool that will permit him to understand and to find his way.”

“It is only with such a spirit permeating the whole of teaching that one can expect this spirit of understanding and of tolerance towards all racial and religious groups which we have mentioned in our text, for how can the history of civilization, of literature, of science be taught from the international angle without becoming the enemy of intolerance?”

Dr. Maria Montessori

“One day we were talking of a great disaster which had recently occurred.....! I am sorry that I am small. If I were big I could go to help.’ He (a small child) had written a little essay which revealed his innate goodness. What method was used to obtain these results? Child’s soul freed from impediments was seen acting according to its own nature.

“The species is not protected by love and sacrifice. Rather these are the effects of the guiding instinct which, having its roots in the great creative laboratory of life, determines the survival of every species.”

Dr. Eric Fromm

“Love is the active concern for the life and the growth of that which we love.”

“Beyond the element of giving, the active character of love becomes evident in the fact that it always implies certain basic elements, common to all forms of love. These are care, responsibility, respect and knowledge.”

“Respect means the concern that the other person should grow and unfold as he is. Respect, thus implies the absence of exploitation.”

Dr. Alexander Lowen

“Mind and spirit are also connected. The amount of spirit a person has is determined by how alive and vibrant he is, literally by how much energy he has..... I would define spirit therefore, as the life force within an organism manifested in the self-expression of the individual.”

Dr. John Dewey


“I believe that education is a regulation of the process of coming to share in the social consciousness: and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction.”

Dr. Robert Muller, Ph.D. Assistant Secretary-General of the United Nations.

“I think the highest values are the preservation of this planet and of the human species.”

Non Violence


*Refraining
from
thinking,
saying,
or doing...
anything
that would
harm....*



RESPECT




GOOD
MANNERS




UNITY



CONSIDERATION




EQUALITY



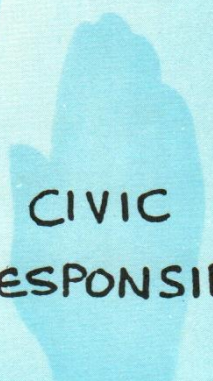
JUSTICE



SOCIAL
SERVICE



CO-OPERATION



CIVIC
RESPONSIBILITY

UNIT 5 – NON -VIOLENCE

LESSON: 1

SUB-VALUE: Patriotism

AGE: 7 - 9 Years

TIME: 25 minutes

OBJECTIVE: *Children will develop feelings of love for their country.*

1. SET INDUCTION:

Teacher shows a cartoon of two boys – one is damaging a telephone booth and the other is trying to prevent him. One of them accuses the other of destroying ‘government property.’

Teacher elicits responses concerning ownership of public utilities.

2. SILENT SITTING/TUNING IN:

Pupils are guided into silent sitting by the teacher who repeats the quotation softly to the class.

3. QUOTATION/THOUGHT:

“My country is my Motherland.”

4. STORY: “A Brave Boy”

Curriculum Suggestion: Social Studies

5. DISCUSSION:

1. Where did Peter live?
2. Whom had Peter gone to visit?
3. What attracted Peter’s attention on his way home?
4. Why didn’t Peter run quickly to his home and tell someone?

5. If you were Peter what would you have done when you saw the leak?
6. What else could Peter have done?
7. Who found Peter the next morning?
8. How do you think Peter felt about helping his country?
9. Give one word for ‘the love of one’s country.’
10. Give examples of how you can serve your country.

6. **ACTIVITY CHOICES:**

(a) **Attitude Rating:**

While walking along the road you see a dripping standpipe. What would you do?

1. Walk past the standpipe and pretend you did not see it.
2. Walk on the other side of the road.
3. Go and turn off the tap.

(b) Write a composition on the topic – ‘*How I can help my country*’

7. **SONG:** ‘*This Land is My Land*’

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are to report on instances when they took care of public utilities in their neighbourhood.

A BRAVE BOY

Once upon a time in Holland, there lived a little boy named Peter. Every day he would visit his friend, an old man, who lived a little distance away. During these visits he would listen to the stories told to him about his country. These stories told of the building of the dykes that protected his country. They were built to keep away the water from parts of the land which were very flat.

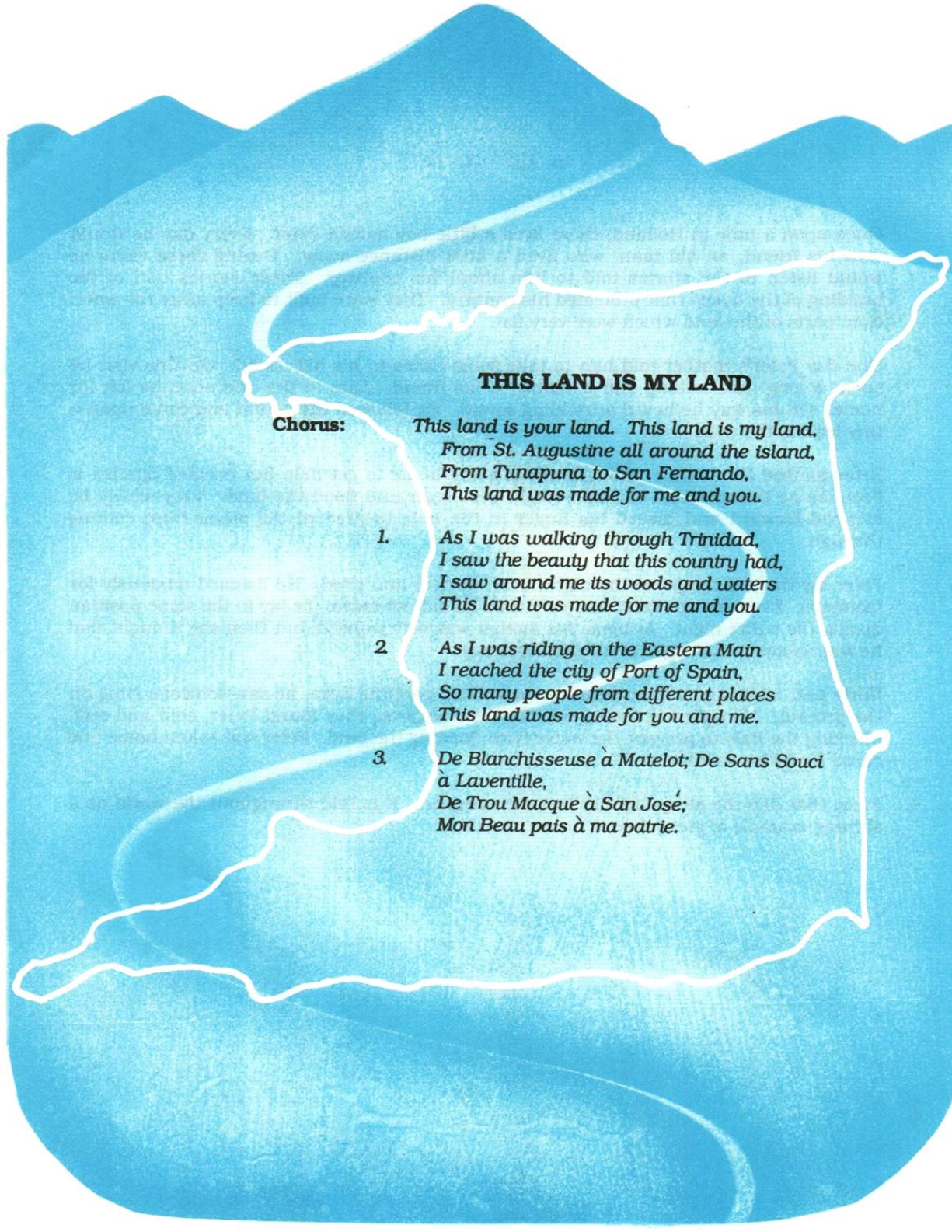
One day Peter's mother told him to take some cakes to his old friend. On this visit he spent a long time talking and listening to his friend. Late in the afternoon he left for home. On his way he heard a trickling sound. He followed the sound and came upon a tiny leak in the dyke.

Peter paused for a while, thought about going home to get help but decided against it because he thought that the hole might get bigger and flood the land. Very slowly he stepped forward and placed his finger in the hole to prevent the water from coming through.

Peter lay there throughout the night, cold, hungry and tired. He listened anxiously for footsteps. Even though Peter was very tired he did not move; he lay in the same position during the entire night. At home his mother was very worried, but then she thought that he was spending the night at his friend's home.

Early next morning as the postman was walking past the dyke, he saw someone lying on the ground. He called the villagers. To their surprise they found Peter, cold and stiff, blocking the hole to prevent the water from flooding the land. Peter was taken home and cared for by his mother.

From that day the story of Peter became a legend. It is told throughout the world as a shining example of great service to one's country.



THIS LAND IS MY LAND

Chorus:

*This land is your land. This land is my land,
From St. Augustine all around the island,
From Tunapuna to San Fernando,
This land was made for me and you.*

1. *As I was walking through Trinidad,
I saw the beauty that this country had,
I saw around me its woods and waters
This land was made for me and you.*
2. *As I was riding on the Eastern Main
I reached the city of Port of Spain,
So many people from different places
This land was made for you and me.*
3. *De Blanchisseuse à Matelot; De Sans Souci
à Laventille,
De Trou Macque à San José;
Mon Beau pais à ma patrie.*

UNIT 5 – NON- VIOLENCE

LESSON: 2

SUB-VALUE: **Unity**

AGE: 7 - 9 Years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize that there is strength in togetherness.*

1. **SET INDUCTION:**

The teacher shows pupils a picture of a frog and develops discussion on the following questions:

1. Where do frogs live?
2. Do members of a frog family love one another?
3. How do you think they show their love?

2. **SILENT SITTING/TUNING IN:**

The teacher requests pupils to sit quietly and close their eyes.

The teacher repeats the quotation slowly.

A brief discussion of its meaning follows.

3. **QUOTATION/THOUGHT:**

“There’s strength in Unity.”

4. **STORY:** *“There’s Strength in Unity”*

Adapted from ‘*In Nature’s Way*’ by Dorothy Jolly.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where did the frogs live?
2. How do frogs protect themselves?
3. Why did the boys catch the frogs?
4. How did you feel when the frogs were caught?
5. What was Mr. Bullfrog's wonderful idea?
6. What would have happened to the last frog in the box?
7. Would you have volunteered to be the last frog in the box?
8. Which of the couples do you admire more? Why?
9. What quality causes the frogs to escape?
10. How do you practise unity (a) at home (b) at school?
11. Can you name any individual who fought for unity?

6. **ACTIVITY CHOICES:**

The class is divided into groups. Each group is requested to make a collage.

- Suggestions:
- (1) the Bullfrog Family
 - (2) a map of Trinidad showing the swamps.

7. **SONG:** *"I am a Circle"*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are requested to find out and write about any local individual who fought for unity.

Pupils may consult parents, teachers, newspapers or search on the Internet.

THERE'S STRENGTH IN UNITY – *Adapted*

Mr. and Mrs. Bullfrog, their son, Slimey, and his wife lived together in some bushes near the Beetham Highway. Mr. and Mrs. Bullfrog were quite old, but Slimey and his wife were newlyweds and they were the parents of small fishlike tadpoles which swam in the nearby swamps.

The frogs lived very happily in these surroundings, as they were at home both on land and in water. They loved to eat insects for which they flicked their tongues out of their mouths. The tadpoles fed themselves by sucking the underwater plants.

Like all other frogs, the members of this family were well protected from their enemies. They had special muscles to rotate their eyeballs, so that even when motionless, they could look in all directions and easily spot an enemy. Their large, strong, hind-legs enabled them to leap and their slippery bodies gave them additional protection.

One night, some boys from Laventille went to the swamps to catch frogs for their Biology class. Mr. Bullfrog and his family were asleep when the bright light of a torch suddenly awakened them. Before they could leap out of sight, the boys held them from behind, threw them into a bag and carried them away. The four frogs were then placed in a big box with a cover. There was a hole in the cover and they spent several hours trying to leap through the hole. Their efforts were in vain as the box was just a little too high.

After trying for several more hours a great idea came to Mr. Bullfrog.

“Let’s stand one on top of the other; in that way it will be easy to leap out!” croaked Mr. Bullfrog.

“But we are forgetting one thing,” Mrs. Bullfrog said sadly. “The last one would not be able to jump out.”

“Don’t worry, I’ll be the last,” said Mr. Bullfrog.

So the frogs began to climb on each other’s back, and in the haste, the box tilted. How happy they were as they were all able to leap through the hole!

I AM A CIRCLE
(American Indian)

FREELY



I am a cir - cle; I am heal - ing you.



You are a cir - cle; you are heal - ing me.



U - nite us; be One. U - nite us;



be as One.



UNIT 5 – NON -VIOLENCE

LESSON: 3

SUB-VALUE: Brotherhood

AGE: 7 - 9 Years

TIME: 25 minutes

OBJECTIVE: Pupils will recognize that caring for others is an important aspect of brotherhood.

1. SET INDUCTION:

The teacher shows pupils a picture of two children of different ethnic groups hugging each other and develops discussion on the following questions:

1. What are the children doing?
2. How do they feel about each other? Give reasons for your answer.
3. Do they belong to the same family? Give reasons.

2. SILENT SITTING/TUNING IN:

The pupils are requested to sit quietly and close their eyes for a few seconds while the teacher repeats the quotation slowly.

A brief discussion of the quotation follows.

3. QUOTATION/THOUGHT:

“Men are millions, but the Father is One.”

“So powerful is the light of unity that it can illuminate the whole earth.” – Baha’u’llah

“I love you, my brother, whoever you are - whether you worship in a church, kneel in your temple, or pray in your mosque.” -Gibran

4. STORY: “The Little Scarlet Ibis”

Adapted from ‘In Nature’s Way’ by Dorothy Jolly.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did Mrs. Egret do when Mrs. Ibis died?
2. What does this show about Mrs. Egret?
3. What caused the egrets to dislike the Scarlet Ibis?
4. What was happening when Mrs. Egret returned to the nest the next morning?
5. How did you feel when the birds pecked at Baby Ibis?
6. How would you feel if you were Baby Ibis?
7. How did Baby Ibis feel when she saw her sisters caught in the roots?
8. What made the Egrets realise that Baby Ibis loved them very much?
9. How do you think Baby Ibis felt to be finally accepted as a sister?
10. How did the birds finally feel to be living together once more?

6. **ACTIVITY CHOICES:**

- a. Have pupils role play selected parts of the story
eg. the scene where Baby Ibis pleads for help for her sisters.
- b. Pupils are requested to draw the mangrove scene where the birds nested.

7. **SONG:** “*You and Me*”

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are requested to find out and write about an individual who practised brotherhood.

THE LITTLE SCARLET IBIS – *Adapted*

Mangrove trees grow abundantly in the swamps in the Bird Sanctuary near the mouth of the Caroni River. Their leaves are thick and leathery, and the trees are very bushy and dense as the roots spring from the branches and fix themselves into the mud, where they quickly grow into the trunks of other trees.

Mrs. Snowy Egret and Mrs. Scarlet Ibis were nesting in one of these dense clumps of mangrove. After a few days, Mrs. Scarlet Ibis fell ill and died. Mrs. Snowy Egret, kind neighbour that she was, decided to sit on the eggs of Mrs. Scarlet Ibis, so that when the eggs were hatched, there came two snowy egrets and one scarlet ibis.

Mrs. Snowy Egret took care of the little scarlet ibis as if she were her very own, and the three birds played together in the nest. But one day, two herons flew by and saw them. Said one to the other, “Just look at that! Two snowy egrets and a scarlet ibis living together in the same nest.”

“Isn’t that funny!” the other replied and they flew away laughing loudly.

That day Mrs. Snowy Egret was away, very busy flying around the pasture where the cows grazed, to catch the insects which they stirred up. When she returned to her nest around five o’clock in the evening to feed her young ones, she was very distressed to see the two egrets pecking at the little scarlet ibis and shouting.

“Don’t eat our food! Go away! You don’t belong here!”

“Stop that!” Mother Egret scolded. “Why are you so unkind to your sister?”

“She’s not our sister,” the bigger egret replied. “Don’t you see that we are white and she is scarlet?”

“Even so, I forbid you to ill-treat her. I brought her up as my own, and so she’s your sister.”

But that night the two egrets huddled together under their mother’s wing, and kept far away from little Scarlet Ibis. The next day when Mother went in search of food, they pecked and pecked at poor Scarlet Ibis and cried:

“Go away! You’re not one of us! We don’t want you here!”

“There are so many of your kind around. Why don’t you go to them?”

“But I don’t know them,” little Scarlet Ibis moaned. “You are the only ones I know and love.”

“Well, we don’t love you. And we don’t want you. Go away!” And they both continued to peck away at her as before.

Not too far away, there was a nest with three young ibises. So little Scarlet Ibis decided to join them. They looked very much like her, and she was quite sure that they would be kind to her. So, they welcomed her and played with her.

But when their mother returned home to her nest and saw this stranger, she at once asked gruffly,

“What do you want here?”

“Could I stay with you?” little Scarlet Ibis begged. “My sisters, the two white egrets, told me to go away because I’m different.”

“I have to work hard to catch fish for my young ones. I can’t take in a stranger,” Mrs. Scarlet Ibis replied.

“Go away now before I peck you!” Mrs. Ibis said menacingly. And little Scarlet Ibis was so frightened, she had no choice but to return to her sisters.

One day, however, when Mrs. Snowy Egret was out, the smaller egret saw an oyster clinging to the root of a mangrove tree and she tried to peck it with her beak. But she slipped, and her wing got caught between the closely-woven roots of the mangrove. Her bigger sister ran to her rescue. But alas, her long legs also became entangled in the roots.

“Please help us, Scarlet Ibis,” they cried, as they struggled to free themselves.

Scarlet Ibis ran to the nearest nest, where a mother egret was sitting on her eggs.

“Please save my sisters, Mrs. Egret,” she begged with tears in her eyes, “They are both stuck among the mangrove roots, and are in great danger.”

“I’ll come right away, but I must first get some help.” So, with a shrill cry, Mrs. Egret summoned her husband and friends.

They soon freed the two egrets, who thanked them tearfully.

“Don’t thank us,” Mrs. Egret said, “Thank this little scarlet ibis for saving your lives.”

Then turning to her husband and friends she continued, “I wish all the birds here were as friendly as this little ibis. Isn’t it wonderful to see how well she gets on with the two egrets? She was crying when she came to ask me to help her sisters. If I didn’t know better I would really believe that they were her sisters. But, of course, that’s impossible.”

“It’s true,” the biggest egret said, “She’s indeed our sister.”

“Our dearly beloved sister,” the smaller egret added.

And from that day onwards, Mrs. Snowy Egret had no trouble with her young ones!

SONG:



YOU AND ME

*I see the **sparks in you** (thrice)
It's the same bright spark in me.
So I could never **hurt you** (thrice)
It's the same as hurting me.*

*You are my loving **brother** (thrice)
It's true as true can be.
I see you up and **ever around** (thrice)
And even a part of me.*

UNIT 5 – NON- VIOLENCE

LESSON:	4
SUB-VALUE:	Appreciation of other Cultures
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will develop appreciation for the festival of Divali.</i>

1. **SET INDUCTION:**

The teacher develops discussion on the following:

How many of you celebrate Divali?

Why is it celebrated?

What preparations do your parents make for Divali?

What is done on Divali night?

Do you invite/ visit friends?

What do you enjoy most about Divali?

SUGGESTED ALTERNATIVE:

The teacher shows the class a few pictures of Divali scenes. They are discussed briefly and used to provide basic information on the festival.

2. **SILENT SITTING/TUNING IN :**

Sit back..... close your eyes and listen attentively.

Imagine that you are looking at a lighted deya..... Look at the flame.....as it burns steadilyso steadilygiving light and beauty to the darkness of the night.....

3. **QUOTATION/THOUGHT:**

*'We are all one,
We think, we feel, we enjoy, we sorrow,
No matter what our hue.'*

4. **STORY:** *'The Lights of Divali'* - Undine Giuseppi

From *'The Lights of Divali and Other Stories'*:
Key Caribbean Publications, 1975.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Why was Tommy prevented from playing with the neighbours' children?
2. How did he feel?
3. What does his mother mean when she says, 'Hindus is Hindus, I tell you, and we is we!'"
4. Does Tommy seem to share her view? Why/ Why not?
5. Do you share her view? Why/ Why not?
6. How did you feel as Tommy sat looking at the neighbours and their children?
7. What would you have done?
8. What struck Tommy as he returned home?
9. Why do you think his mother is smiling at the end of the story?
10. Why does she call the lights 'the lights of love and goodwill'?

6. **ACTIVITY CHOICES:**

- a. Write a poem on 'Divali' beginning with the following lines:

*Deyas dancing,
Drums drumming,
Children chatting,
Housewives humming.....*

- b. From the story, draw any scene that you like.

7. **SONG:** 'I Respect the Things You Say'

8. **FOLLOW-UP AND LIFE APPLICATION:**

- (a) Invite a friend of another religion to spend a day at your home. Write an account of the experience which will be shared with the class.
- (b) The pupils are asked to find out and write about one of the following festivals:

Christmas, Easter, Eid, Hosay, Divali, Holi.

The assignment could be limited to **why** and **how** these festivals are celebrated. The teacher should ensure that each pupil writes about a festival which is not celebrated in his/her family.

THE LIGHTS OF DIVALI

The woman tossed restlessly on the bed. She raised a weak hand to wipe her damp forehead, and then slowly pushed away the old blanket that covered her.

The night air was warm. Not a breath of air came through the open window. The little oil lamp on the table in one corner of the room had been spluttering for a while. Suddenly it went out, leaving the room in semi- darkness.

The woman tried to raise her head from the pillows, but the effort seemed too much for her. An attack of that virus, which was going around had thrown her down flat in bed for the past week. She lay quiet for a while. She could hear the Hindus in the distance making merry, and she knew that everywhere was bright with the Divali lights.

‘Tommy, Tommy,’ she called weakly.

‘Coming Ma,’ the little boy answered. He had been sitting on the wooden steps at the front door, watching the neighbours and their children light the numerous deyas to finish decorating their homes. Some boys were playing in the yard next door.

How he longed to join them! But as he watched from his own yard, he kept remembering what his mother had said when they had first moved into the village a few weeks ago.

‘Keep to yourself, Tommy,’ Ma had said. ‘Remember these people is all Hindus. You not like them.’

‘But Ma,’ he had begun to protest. She had silenced him with a look. And then, ‘*No but Ma me,*’ she had said. ‘Hindus is Hindus, I tell you, and we is we.’

And then, perhaps because she had seen the worried look in his eyes, she had given him the bag of marbles which Mr. Chin Lee, the shopkeeper, had sent him last Christmas, but which she only let him play with when she felt that he had been a particularly good boy.

‘Go and play in the yard with these,’ she had told him.

The marbles were beautiful. Some of them were like the rainbow. Tommy loved them. But it wasn’t much fun playing marbles by yourself. ‘Pitch’ was a nice game when there were other boys with whom you could play.

‘Coming Ma,’ Tommy repeated, as he opened the door and went inside the little two-roomed house. He had the bag of marbles in his hand. Earlier that evening Ma had told him that he could play with them.

‘But the lamp gone out,’ he exclaimed, ‘and we ain’t have any more oil! What we goin’ do, Ma?’

'Is all right for tonight,' the woman on the bed replied. 'I just feeling thirsty. I call you to give me some water.'

Then, as though feeling sorry for him, she added, 'You can go back outside when you done, and watch the lights and ting till you ready to go to bed.'

In spite of the fact that there was no light in the house, Tommy knew just where to find what he wanted. He took up an enamel cup from among the wares on the kitchen table, raised a cloth which covered a bucket of water, and dipped some for this mother.

He helped to raise her head a little, and held the cup to her mouth, while she drank with the resigned air of one accustomed to small mercies.

'How you feeling now, Ma?' Tommy asked.
'Not so good,' she told him, 'But don't mind that.'

Tommy had been such a good boy since she was ill, she thought. Not once had she had to call him away from those Hindu boys. He was really behaving well. She liked when he kept himself to himself, and didn't give her any trouble.

Of late, life had not been very rosy for her. It was a long time since she had gotten any money from his father. She did not even know where he was at the moment. And the white people for whom she had been working had suddenly left and gone back to the States.

She had been getting some washing jobs to do occasionally, and that was a help, but she had to give up the house where she had been living because she could no longer pay the rent. Now she and Tommy were living in that little tapia house among strangers. She didn't like it, but the rent was cheap, and it was the best she could manage for the time being.

And now, to make matters worse, she had fallen sick, and would not be able to do any washing for at least another week or two. In the meantime, all the food in the house was finished. She did not know where to turn for help.

She wept softly. She was glad that Tommy was outside watching the Divali celebration. He need not know how worried she was.

The noise of drums and singing and dancing filled the air. Tommy watched the neighbours going from house to house, talking and laughing and exchanging gifts. The children all had toys and bags of sweets. Tommy wondered why his mother did not want him to play with these Hindu children. Looking at them all having a good time, he secretly wished that he too had been a Hindu.

He slowly drew near to the circle of light where the children were playing and looked wistfully at them. One of the boys saw him and called out to him.

'Want to join us?' he asked.

Tommy looked towards the dark window of the room where his mother lay sick. Then, half-ashamed, and a little scared, he joined the children, clutching his bag of marbles in one hand.

The children gave him some of their sweets.

‘Where are yours?’ they asked. ‘Give us some of yours now.’

For a moment Tommy hung his head. ‘My mother is sick,’ he muttered.

Then he looked up suddenly, his eyes shining. He held out his bag of marbles.

‘I haven’t any sweets but you can have some of my marbles if you like,’ he said.

There were shouts of delight from the children as Tommy shared his marbles with them. He kept only a big rainbow one for himself.

‘Let’s go and see all the other lights,’ one of the boys suggested.

Starry-eyed, Tommy went with the children. The Divali lights gleamed brightly all around.

Tommy was enjoying himself so much that for a long time he did not think about his sick mother back in her dark room. Then suddenly he realized that he must go. Ma would be mad at him!

But Ma was wrong! Ma was wrong! he thought to himself. he must tell her. These Hindu children were just like him.

It was only when he reached right to the door and opened it that the miracle suddenly struck him. There were dozens of little deyas all around their house too. And the lamp on the little table in the corner of the room had been lit again. There was a big basket of fruits and vegetables on the floor. Little cellophane bags filled with sweetmeats were spread on the table.

‘Ma, Ma!’ he cried excitedly. ‘What happen?’

He had gone for such a long time that he had expected to find his mother angry. But she was sitting up in bed and smiling.

‘The neighbours brought everything,’ she said. ‘And they gave me some hot milk to drink. I feel much better already.’

‘Look Tommy,’ she continued, and she pointed through the open window.

‘The lights of Divali. The lights of love and goodwill. That is what our friends called them.’

Tommy looked at the brilliant spectacle, and forgot that he had meant to tell her something.

I RESPECT THE THINGS YOU SAY



1. I re-spect the things you say; I re-
 2. Though we may not look a-like; Though we



re-spect what you think and do. It
 may have a dif - fer-ent name. In-



does-n't mean a thing, and it mat-ters not at all if I
 side our- selves where we find love,



think and do things differ-ent-ly from you.
 you and I are real- ly quite the same.



I re-spect the things you say. I re-



spect what you think and do.

UNIT 5 – NON - VIOLENCE

LESSON:	5
SUB-VALUE:	Racial Harmony
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	Pupils will: i. <i>become aware of the hurt that can be caused by racial prejudice;</i> ii. <i>develop feelings of brotherhood towards all.</i>

1. **SET INDUCTION:**

The teacher writes on the chalkboard, *'Here every creed and race find an equal place.'*

The class is asked to read it together at least twice. Discussion focuses on its meaning: Does it sound familiar? From where is it taken? What does it mean?

The teacher synthesizes pupils' ideas, introducing them to the term *'racial harmony.'*

2. **SILENT SITTING/TUNING IN:**

3. **QUOTATION/THOUGHT FOR THE DAY:**

'How good and how pleasant it is for brothers (brethren) to live together in harmony.'
(Adapted from the Bible, Psalms 133:1)

4. **BIOGRPAHY:** *'Dr. James Aggrey'*

(Adapted from *Education in Human Values Manual, Conference Issue, March 1985, U.K.*).

Curriculum Suggestion: Social Studies

5. **DISCUSSION:** The teacher puts on the chalkboard/white board a map of Africa.
1. Where was Dr. Aggrey born? (Ghana is located on the map).
 2. What was one of his outstanding achievements?
 3. How did some of his countrymen feel about him? Why?
 4. How do you feel about him?
 5. What is meant by the expression, ‘a white man’s tool’?
 6. Why was Dr. Aggrey called ‘ the apostle of racial co-operation’?
 7. What qualities must an ‘apostle of racial co-operation’ have?
 8. Do you know of any other person who has fought for racial harmony?
 9. Discuss the meaning of the following lines: ‘Just as the black and white keys of a piano combine to produce harmony, so should black and white men’.
 10. Locate on the map of Africa one of the countries which Dr. Aggrey visited.
 11. What did he experience there? (The pupils are introduced to the word, ‘apartheid’).
 12. If a country has a ‘colour bar’ try to imagine how two different races might live on a day – to- day basis.
 13. How would you feel living in a country that has a ‘colour bar’?
 14. What can be done to encourage racial harmony?
6. **ACTIVITY CHOICES:**
- a. Insert Ghana and South Africa on the map provided.
 - b. The pupils are asked to do drawings, paintings or cartoons showing racial harmony.
7. **SONG:** ‘Some People eat with a Fork, Knife and Spoon’

8. FOLLOW-UP AND LIFE APPLICATION:

- (1) Each pupil will make up two slogans promoting racial harmony.
(The teacher gives the pupils a few examples).
- (2) The pupils are asked to find out about the practice of apartheid in South Africa and to write a short report which will be presented to the class the following week.
(Sources: parents, teachers, newspapers, magazines, internet)
Apartheid existed in South Africa from 1948 to the early 1990's.

DR JAMES AGGREY

James Kweygir Aggrey was born in Ghana on 18th October, 1875. He was the son of uneducated parents who had high ambitions for their children. Dr. Aggrey was a successful student and he became a pupil teacher at the very young age of sixteen. At that time he came under the influence of Reverend Dennis Kemp, a European missionary, who sent him to organize a school in Asabu-Omafi, where Dr Aggrey was later appointed head-teacher.

Dr. Aggrey was the first African scholar to gain international recognition – one of his most outstanding achievements. He inspired other Africans to follow his lead, but many black men regarded him as a traitor, as a ‘white man’s tool’. A tireless defender of his race, Dr Aggrey worked very hard at changing the impressions that Africans and Europeans held of each other. His work on race relations caused him to become known as ‘the apostle of racial co-operation’. Just as the black and white keys of a piano combine to produce harmony, so should black and white men.

A victim of racial discrimination, he refuted the notion that Africans were an inferior race and constantly inspired and encouraged his black brothers. One of Africa’s greatest story-tellers, he was a fiery orator and a great wit, always in tune with the changing scene in Africa.

Dr Aggrey was a firm Christian who followed the New Testament teaching of turning the other cheek. He assisted in translating the Bible into Fantee and was ordained into the Methodist church in 1903. For a number of years, he was a member of a commission which was concerned with the administration of schools in Africa. This took him to many African countries including South Africa, the place where he experienced the colour bar.

Many tributes have been paid to Dr. Aggrey’s memory. Perhaps the greatest was to his successful efforts at racial harmony during his first visit to South Africa. Evidence of his success is shown in the following words of a white South African: ‘*Dr Aggrey, here’s my hand. When you come again, you can have my bed.*’



SOME PEOPLE EAT WITH A FORK, KNIFE AND SPOON

1. Some peo-ple eat with a fork, knife and spoon. Some
peo-ple eat with their fin-gers. Some peo-ple eat with
sticks made of wood, and drink their soup from a
bowl. **CHORUS:** But we all are chil-dren e-ven
tho' we seem differ-ent. Yes we all are chil-dren even
tho' we do things differ-ent-ly. There's
real-ly no differ-ence, it's just a game.
In- side each one of us, we're the same.

Verses 2,3,4
on next page

2. Some people sit on a chair at a table,
Some people sleep in a bed,
Some people sit on the floor to eat
And go to sleep on a mat.

CHORUS

3. Some people wear dresses or pants and shirts,
Some people dress in sarees,
Some people wear robes and some wear turbans,
And some wear no shoes on their feet.

CHORUS

4. Some people are tall, some people are small,
Some people have eyes that are slanty,
Some people are dark, some people are light,
And some are right in the middle.

CHORUS

UNIT 5 – NON - VIOLENCE

LESSON:	6
SUB-VALUE:	Compassion
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	Pupils will: <ul style="list-style-type: none">i. <i>become aware of Cipriani’s contribution to society</i>ii. <i>recognise the need to help others.</i>

1. **SET INDUCTION:**

The teacher shows pupils a picture of Arthur Andrew Cipriani and introduces him to the class as a man who cared a great deal about the welfare of people in our society.

2. **SILENT SITTING/TUNING IN:**

Pupils are requested to sit quietly and close their eyes for a short while.
The teacher repeats the quotation slowly.
A brief discussion of the quotation follows.

3. **QUOTATION/THOUGHT:**

*“If I’m not for myself, who is for me?
But if I’m only for myself, what am I?”-Hillel*

“One love, one heart, one destiny.”— Robert Marley”

“No one has ever become poor by giving.”-Anne Frank

4. **STORY:**

‘Arthur Andrew Cipriani’- Champion of the Poor.

Adapted from *“The Republic Reader”- Book Three.*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Who was the man on the horse?
2. Why was he sad?
3. What does the story tell us about the little boy?
4. How could the people improve themselves?
5. What did Cipriani pledge?
6. What laws did he succeed in getting the Government to pass?
7. How was he able to assist the adults?
8. What do these things tell us about Cipriani?
9. Why do you think a statue of him was erected?
10. Where is it located?
11. What qualities do you admire most in Cipriani?
12. Why should everyone try to help others?

6. **ACTIVITY CHOICES:**

- a. Have pupils role play the scene between Cipriani and the little boy.
- b. Pupils are requested to write short notes on Cipriani beginning with the following sentence:
 - i. Arthur Andrew Cipriani worked as an overseer on the sugar cane estates in Central Trinidad.

7. **SONG:** *'Listen, listen to my Heart's Song'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are arranged into groups of five (5). Each group is to suggest ways in which *Infants* (age 5 – 7 years) in school may enjoy a more comfortable school life e.g. Pupils can form a guard at the water tap and ensure that *Infants* be allowed to drink water first during intermission.

ARTHUR ANDREW CIPRIANI

- Champion of the Poor-

It was the middle of the day and the sun was very hot. A number of small boys and girls were busy at work at one of the many sugar-cane estates of Central Trinidad. Their backs were bent as they pulled up clumps of grass from the hard, dry earth.

Just about then, they saw coming towards them, a horse. Astride the horse was a man all dressed in khaki. That morning, as he rode through the area, he was extremely sad because of the number of children he saw working in these “grass” gangs. On approaching this little group, his feeling did not change. He stopped and called out to the children.

“Hello, over there, could I see one of you for a minute?”

A small boy who could not have been more than eight years old, came across and stood shyly at his side. The boy was thin. He looked very tired, and his little hands were scratched and bleeding from the constant pulling at the tough grass.

“Why are you not in school?” the man asked.

“We are all from very poor families, sir, and we have to work. The little money we get helps our parents to buy food.”

The man shook his head in sadness as he listened to the child. He had heard this so many times before. But although he was aware of the poverty of the people in those days, he thought that the children should not have been allowed to miss their schooling. He knew that the only way the people as a whole could improve themselves, was through education. Their children, therefore, must be made to go to school and not be made to spend their tender years working on the estate.

As the little boy walked back to his task, the man made a solemn pledge. He would from that day onward, do all in his power to ensure that those children got the education that was their right.

The man who made that pledge was Captain Arthur Andrew Cipriani. He was to become one of the most outstanding men in Trinidad.

Ever since he was a child, Cipriani fought in defence of the weak and the helpless. While at school, he fought many bullies who tried to take advantage of the smaller boys. And as he grew older, Cipriani continued to show his courage wherever he went. He fought as a soldier in the First World War and actually gained the title ‘Captain’, which was to stay with him to the time of his death.

On returning from the war, the ‘Captain’ turned his attention to a different kind of battle. He now fought for better conditions for the poor man in Trinidad.

His efforts were unceasing and resulted in many gains for the poor on the island. He got improved working conditions for workers. For the poor he got better houses and old age pension.

He did not forget the children. He succeeded in getting the Government to pass a law which stopped children under the age of twelve from being used as workers. He later succeeded in getting the Government to pass another law which made it compulsory for parents to send their children to school regularly.

Captain Arthur Andrew Cipriani was indeed a lover of his people. And today his statue stands on Independence Square, Port of Spain, as a reminder to us of the good he did for our country.

LISTEN, LISTEN, LISTEN

The image shows a handwritten musical score on aged paper. The title 'LISTEN, LISTEN, LISTEN' is underlined and centered at the top. The score consists of four staves of music, each with a treble clef and a key signature of one sharp (F#). The time signature is 2/4. The lyrics are written below the notes. The first staff starts with an 'Em' chord marking. The second staff has a 'D' chord marking. The third staff has 'D' and 'Em' chord markings. The fourth staff has 'D' and 'Em' chord markings. The lyrics are: 'Lis-ten, lis-ten, lis - ten to my heart's song. Lis-ten, lis-ten, lis - ten to my heart's song: I will nev-er for-get Thee; I will nev-er for-sake Thee; I will nev-er for-get Thee; I will nev-er for-sake Thee.'

Lis-ten, lis-ten, lis - ten to my heart's song.

Lis-ten, lis-ten, lis - ten to my heart's song: I will

nev-er for-get Thee; I will nev-er for-sake Thee; I will

nev-er for-get Thee; I will nev-er for-sake Thee.

NON - VIOLENCE

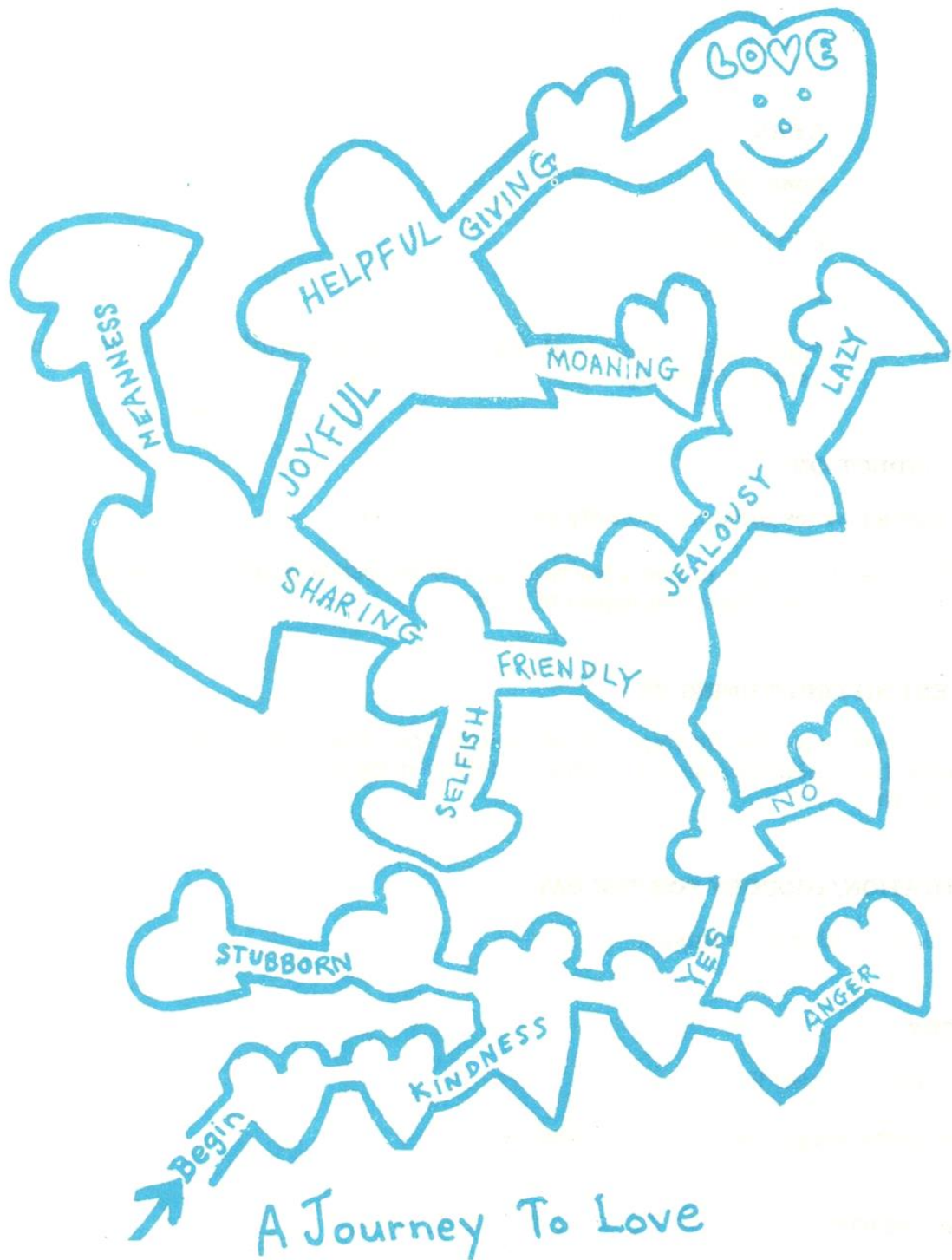
ATTITUDE RATING

NAME: _____

Check the column which shows how you act.

	ALWAYS	MOSTLY	SOME	NOT YET
1. I do not tease others.				
2. I can work within a team.				
3. I stand up for what I believe in.				
4. I help my parents.				
5. I do not litter.				
6. I do not argue during a discussion.				
7. I state my point of view firmly but softly.				
8. I volunteer my time for service.				
9. I treat everyone the same.				
10. I do not form cliques.				
11. I help people in distress.				
12. I help animals in distress.				
13. I am a good sportsperson.				
14. I walk softly.				
15. I do not watch violent T.V. shows.				
16. I lose graciously.				
17. I am a good citizen.				
18. I take care of property.				
19. I am considerate.				

PART THREE



LESSON:	1
VALUE:	Honesty
SUB-VALUE:	Truth
AGE:	7 – 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will understand that speaking the truth is an important aspect of honesty.</i>

1. **SET INDUCTION:**

The teacher writes the word ‘Honesty’ on the chalkboard.

He / She asks the pupils to give a few examples of ‘honest’ acts; and emphasizes that being truthful is an important aspect of honesty.

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT:**

‘Speak the truth and be trusted.’

4. **STORY:**

‘The Boy who cried Wolf.’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Why did the sheep have to be taken to the mountainside?
2. Why was the boy who was chosen as shepherd happy to go to the mountainside?
3. What was the one thing that made him afraid?

4. What was he told to do if a wolf came?
5. Did he trust in/believe what the men told him?
6. How did he put what they told him to the test?
7. Why did he shout 'Wolf!' the second time?
8. Did the men trust him after the second time? Give reasons for your answer.
9. What happened when the boy cried 'Wolf!' the third time?
10. Do you think that the men should have gone to the mountainside? Give reasons.
11. When the boy came down the mountainside crying, he said to the men:
'If I can't trust you to help me when the wolf comes, how can I be your shepherd?' Do you think that he is right in feeling that the men could not be trusted? Give reasons for your answer.
12. Who is the person who could not be trusted? Why?
13. What could the boy do to win the trust of the villagers again?
14. Name one thing you must practise if you want people to trust you.

6. **ACTIVITY CHOICES:**

- (a) Act out the story. The whole class should be involved in this.
- (b) Draw and colour a picture of the wolf. Put a title to the picture that will remind you of the meaning of the story.
- (c) Write slogans on 'honesty.' For example:
 - i. Honesty is speaking the truth.
 - ii. Be honest and you will be trusted.

7. **SONG:** 'Goodbye' (To the tune of *Mexican Hat Dance* on page 49).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Practise speaking the truth in a 'difficult' situation even if you are likely to get into a bit of 'trouble'. For example: You have accidentally broken a vase at home. You are afraid that your mother will either scold or spank you. Tell your mother that you did it and that you are sorry. Remember that you will have to tell the class about how you felt speaking the truth; and how your mother felt to know that you were honest enough to tell her the truth.

THE BOY WHO CRIED WOLF

Once there was a small village at the foot of a mountain. The people there had farms and they also kept sheep. These sheep gave the villagers wool for their clothing and milk to drink and to make cheese.

In the summertime, when the grass was all gone near the village, it was necessary to take the sheep up into the mountains where there was still plenty of sweet, green grass for the sheep to eat.

So the villagers gathered together to decide who should have the job of shepherd to take the sheep into the mountains.

All the men were very busy with their farming, and so they decided that there was one boy in the village who was big enough to go up onto the mountainside and take care of the sheep.

They called him and told him that from now on, he would have the job of being shepherd.

“Oh,” said the boy, “I’d be very happy to go up on the mountainside where the air is cool and pleasant, and where I can listen to the birds sing. I’ll be able to watch rabbits and other small animals too. But there is one thing which frightens me very much.”

“What is that?” asked the head man.

“Way up in the mountains, there live wolves who sometimes would like to eat a sheep,” said the boy. “I don’t think I would be able to take care of the sheep if a wolf should come”.

“That is very easy to take care of,” said one of the villagers. “All you have to do is yell ‘Wolf! Wolf!’ and we will all come running and chase the wolf away.”

“All right,” said the boy. “I will be glad to do it.”

So the new shepherd boy took the herd of sheep up onto the mountainside and sat down on a rock to play his flute. The sheep grazed on the fresh green grass and were very contented.

But soon, he began to think about wolves. “I wonder if the men will really come?” he thought. “If they don’t come then the sheep will get eaten, and maybe I will get eaten too!”

He became more and more frightened. “I know what I will do,” he said with a smile. I will yell ‘Wolf! Wolf!’ and see if the men really do come. Then I will not be afraid of the wolf.”

So he said. “Wolf!” he screamed. “Wolf! Wolf!”

The men in the village below were all working very hard on their farms. But when they heard the boy shouting “Wolf,” they all picked up their tools. One man grabbed a hoe. Another grabbed a rake. Another grabbed a shovel. Another grabbed a big stick.

They ran as fast as they could, up the mountain to chase away the wolf and save the sheep.

When the men arrived at the place where the boy and the sheep were they were all out of breath from running so fast and hard.

“Where is the wolf?” panted one of the men. “I don’t see him.”

“Oh,” said the shepherd boy, “There is no wolf.”

The men all frowned. They were not pleased.

“I only cried ‘Wolf! Wolf!’ because I was frightened,” said the boy. “I didn’t think you would hear me all the way down below, and I thought you would not come if I called.”

So, all the men went back down to their farms, grumbling about this boy who did not trust them. “I think maybe we chose a boy who is not a good shepherd,” said one of them.

Then some time went by. All was very quiet and peaceful on the mountainside. The boy had looked at birds, and he had looked at rabbits, and he had played his flute, and he had even taken a nap. Now he had nothing interesting to do, and he was bored.

“What shall I do now?” he thought. He looked up into the sky and saw from the sun that there were many more hours for him to spend on the mountainside watching sheep before it would be evening and he could come back down to the village, “I’m bored,” he said. “I have nothing to do.”

Then he thought, “I know...I will cry ‘Wolf! Wolf!’ and all the men will come running. That will be so much fun to watch.”

And he did: “Wolf!” he screamed. “Wolf! Wolf!”

And again the men came running up the hill. “Where is the wolf this time?” said one man. He was very angry. “Are you still afraid that we won’t hear you?”

“No,” said the boy. “I was just lonely. I thought it might be great fun to have you all come up here and keep me company. So, I decided to call ‘Wolf.’”

The men were very upset. They went back down the hill grumbling. “You can’t trust that boy,” said one.

“You never can tell whether there will be a wolf or not,” said another.

More time went by. And then, do you know what happened? A real wolf came! It came softly up to the herd of sheep and looked at them with great joy. “Oh, how wonderful,” he thought. “Nice sheep for me to eat. I am so hungry, and have been looking and looking for food. I’ll just take one, and I won’t be hungry any more. There will be plenty to take home to my family.”

The shepherd boy saw the wolf. He became very frightened. He jumped up onto a rock and started screaming even louder than before. “Wolf! Wolf! A wolf is going to eat the sheep! Help! Wolf! Wolf!”

The men who were busy working down on their farms heard him shouting, but they did not stop their farming.

“That boy is fooling us again,” said one of the men. “I’m not going to run all the way up the hill again.”

“I don’t believe there is a wolf,” said another man. “Twice we were called up the hill for nothing.”

“That foolish boy is just lonely,” said a third man. “I can’t be bothered to stop my work just for that.”

And none of the men came.

So, the wolf took one of the sheep and carried it home to his den where his family was waiting for something to eat.

The shepherd boy did not wait for the sun to go down. He took the rest of the sheep down the mountainside right away. And he ran all the way. He was very upset, and very frightened.

When he reached the men in the farms he cried out. “Where were you?” The tears were running down his face. “You promised. You said you would come if I called out “Wolf! Wolf!” but you never came... how can I be your shepherd?”

“How can we trust you?” said one of the men who was now very angry because one of the sheep had been eaten by the wolf.

“You cried ‘Wolf!’ when there was no wolf,” said another man,

“You did it two times, and there was no wolf at all,” said another.

“If you don’t tell what is so all of the time, then how are we supposed to know that what you say is EVER true?” said another.

The boy was very ashamed of what he had done. And he knew that what the men had said was true. He had cried “Wolf!” when there was no wolf.

LESSON:	2
VALUE:	Truth
SUB-VALUE:	Quest for Knowledge
AGE:	11 – 12 years and over
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will recognize that knowledge is important to personal and social progress.</i>

1. **SET INDUCTION:**

Imagine that you are a young man or woman and that you haven't been to school; you cannot read or write.

What problems/disadvantages would you suffer?

For example: What problems would you have if you cannot read road signs, labels, directions, newspapers?

The teacher emphasizes that schooling and the ability to read provide access to knowledge / information. This is important for personal progress / improvement, progress of society, progress of the country.

The teacher introduces the name '*Philip Sherlock*' as an eminent Jamaican national who worked to make knowledge available to a wider section of the West Indian population.

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT:**

'Knowledge is the key to progress.'

4. **BIOGRAPHY:** 'Philip Manderson Sherlock.'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where was Sherlock born?
2. What did he enjoy doing as a little boy?
3. Which occupation / profession did he choose as a young man?
4. Why do you think ‘he liked teaching’?
5. What efforts did he make to improve himself as a teacher?
6. What ‘system of education’ did Sherlock and other West Indians want?
7. What were their reasons for this?
8. When was the University College of the West Indies – U.C.W.I. – established?
9. Why were branches of the U.C.W.I. set up in all the islands of the West Indies?
10. Why do you think Sherlock was chosen to start the programme of adult education?
11. What would you say is his main contribution to education in the West Indies?
12. How has he been honoured for his contribution to education?
13. Why is knowledge important to your progress?
14. How is it important to the progress of your country?

6. **ACTIVITY CHOICES:**

(a) Write a few slogans on ‘knowledge’.

For example: ‘Ceaseless should be the search for knowledge.’

‘Knowledge is wealth.’

(b) Imagine that you are Philip M. Sherlock, Headmaster of Wolmers Boys’ School. Write down three reasons why it is necessary to pursue / seek knowledge. You are going to share these with the boys.

7. **SONG:** *‘If you think you’re beaten, you are’* (See pages 60-61).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Locate and read one of the following books by P.M. Sherlock: *“Anansi The Spider Man”*; *“The Iguana’s Tail”*, and *“Three Finger Jack’s Treasure.”*

PHILIP SHERLOCK

Philip Manderson Sherlock was born in the parish of Portland, in January, on February 25, 1902. The son of a horse – and – buggy parson, he drove with his father to churches along the windy Portland coast while still a small boy; or read again and again the books in his father's study; and at dusk, listened with his brothers while the old cook told tales of Anansi the spider-man, his wife Crooky, and his adversary Takoomah. The shaping influences were the security of a happy home, horses to ride, trees to climb, books to read, and rich afternoons chewing sugar-cane in the cook yards of country – folk.

When Philip and his brother Frank were ready for secondary school, their father was in difficulty. His salary was small and uncertain. There were no free places, no grant-in-aid. Secondary education in Jamaica at the time was for those who could pay. But by great good fortune two Baptist missionaries, Price and Davis, had recently arrived from England, founded Calabar High School in 1912, with scholarships and low fees; so Philip and Frank Sherlock were packed off to school in stiff Eton collars and starched white shirts. Philip became an assistant master at Calabar at the age of 17, found that he liked teaching and set about equipping himself to become a teacher on one pound a week, with board and lodging. Frank went off to Yale where he worked his way through university. Philip remained in Jamaica, studied as an external student for a University of London degree, and took first class honours in English. At 25 he became Headmaster of the Manchester Secondary School, then moved on to become Headmaster of Wolmers Boys' School, Secretary of the Institute of Jamaica, and Education Officer in the Jamaica Social Welfare Commission.

The 1930's set new directions for Philip Sherlock. This was the decade of the riots that broke the quiet of St. Kitts, Castries, Port-of- Spain and San Fernando, Bridgetown and Kingston. West Indians began to reject colonialism and to demand independence. A West Indian art movement developed. West Indians began to work for a new system of education, in which the doors of secondary schools and universities would be open to young West Indians on the basis of ability, not of means. Philip Sherlock was one of those who was determined that education should no longer be the privilege of the rich. He saw the urgent need for a university of the West Indies, which would become an indigenous 'thinking centre', a place where West Indians could demonstrate their ability to reach the highest standards of scholarship, and could fit themselves to make their countries free and secure.

Philip Sherlock became, in 1940, Secretary of a self-appointed committee of Jamaicans who began to plan for a University College. At the same time he became a Director of Norman Manley's newly established Jamaica Welfare Ltd. In 1944 when the United Kingdom set up the Irvine Committee to report on Higher Education in the West Indies, Sherlock was one of the West Indians appointed to the Committee, along with Hugh Springer of Barbados and Inniss of Trinidad. It was on recommendation of this Committee that the University College of the West Indies was established in 1948.

The beginnings of the University College of the West Indies were humble, classes being held in the wooden huts at Mona, Jamaica. But U.C.W.I. did not confine itself to Jamaica and one of its tasks was the setting up of branches in all the islands of the West Indies so that all West Indians could benefit from a programme of adult education. This was especially important at that time,

since West Indians over the age of 21 were winning the right to vote. Sherlock was chosen to start this programme and so it was that in 1948, as Director of Extra-Mural Studies of the U.C.W.I., he began his work of widespread adult education in the West Indies. It was a programme that made it possible for many to obtain higher learning so long denied them.

In 1950 Sherlock was appointed Vice-Principal of U.C.W.I., Jamaica, and in 1960 he went to Trinidad to become Principal of the new St. Augustine campus of the University. He was made Vice-Chancellor of the University of the West Indies in 1963, and retired in 1969. He was knighted by the Queen in 1967 for his service to education. He has received honorary degrees from the Universities of Leeds, St. Andrews, Miami, Carleton, New Brunswick and Acadia.

On leaving the University of the West Indies, Philip Sherlock became Secretary General of the Association of Caribbean Universities and Research Institutes, which seeks to foster co-operation between institutions of higher education in the Greater Caribbean. The Association has over thirty members, and includes institutions from Suriname to Mexico, from Bogota and Caracas to Santo Domingo and San Juan.

Throughout his career Philip Sherlock has seen education as a powerful engine for social change. His work is based on the conviction that a West Indian-centred education is the foundation of West Indian progress.

As a writer, Philip Sherlock's chief interests have been Caribbean history, poetry and folklore. His books include:

'Short History of the West Indies' with John Parry; *'West Indies'*; *'West Indian Story'*; *'Land and People of the West Indies'*; *'Caribbean Citizens'* and *'West Indian Nations'*. His children's stories include *'Anansi the Spider Man'*, *'The Iguana's Tail'*, and *'Three Finger Jack's Treasure.'*

LESSON:	3
VALUE:	Right Action
SUB-VALUE:	Gratitude
AGE:	5 – 7 years
TIME:	20 minutes
OBJECTIVE:	<i>Pupils will learn that they must show gratitude in their day-to-day interactions.</i>

1. **SET INDUCTION:**

The teacher writes the words ‘thank you’ on the chalkboard.

When do you say ‘thank you’?

What are some of the things for which you say ‘thank you’?

How do you feel when you say ‘thank you’?

How does the person you are thanking feel?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Thankfulness is the greatest form of good manners.’

“Good manners are a way of showing other people that we have respect for them.”

“Manners cost nothing.”

4. **STORY:** “*The Ant and the Hawk*”

5. **DISCUSSION:**

1. Where was the ant?
2. Why did the ant cry out for help?
3. How was the ant’s life saved?

4. If you were the hawk, how would you have felt when you found out that the ‘fish’ was a leaf?
5. How did the ant feel when its life was saved?
6. What did the ant say?
7. How did the ant show its thankfulness to birds?
8. How do you think the ant felt when it saved the guinea fowl’s life?
9. What lesson do you learn from this story?
10. Who are some of the people in your lives to whom you are thankful?
11. How can you show thankfulness to:
(a) your parents (b) your teachers (c) your friends ?

6. **ACTIVITY CHOICES:**

- a. Imagine you are the ant. Tell another ant how the hawk saved your life. Remember to say how thankful you are to the hawk.
- b. Draw the ant on the hunter’s hand as he is about to shoot the guinea fowl.

7. **SONG:** ‘Thank you, Thank you’ (To the tune of ‘Alouette’ on page 108).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Practise saying ‘thank you’ to your parents, teachers, friends and elders. Remember that you do not say ‘thank you’ only when you *receive* something. You say ‘thank you’ for anything kind someone does for you.

THE ANT AND THE HAWK – *Adapted*

Once upon a time there was an ant who was stranded on a dry leaf which was being carried down the flooded Rio Bueno. It cried out from its tiny heart for help: ‘Help! help! I’ll be drowned!’ Suddenly there appeared a hawk, which, when it saw the floating leaf, thought it was a fish or a frog. It dived into the river and picked the ‘fish’ on its beak only to discover later that it was a leaf. The hawk was sorely disappointed while the ant was very delighted.

‘Oh! I’m so happy to be alive.

‘I must be grateful to birds,’ said the ant.

One day, while the ant was on its morning rounds, it saw a hunter aiming a gun at a guinea fowl.

Remembering how its own life was saved by a bird, the ant crawled hastily over the hunter’s body and bit his hand just as he was about to shoot. His aim failed, the bird flew off and it was saved. The ant had paid its debt of gratitude to the hawk.

SONG:

THANK YOU, THANK YOU

*Thank you, thank you
These are golden words
These are words that bring a smile
These are words that warm a heart
Bring a smile
Warm a heart
Thank you, thank you
These are golden words.*

LESSON:	4
VALUE:	Right Action
SUB-VALUE:	Justice
AGE:	9 – 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will understand that they must be just/fair in how they treat with others.</i>

1. **SET INDUCTION:**

The teacher elicits pupils' responses to the following.

Have you ever been in a situation in which someone was unfair/ unjust to you?

For example: You are playing cricket with your friend. When he is out, he runs home with the bat which is his.

Give a few examples of situations in which you thought you were treated fairly/justly.

Give a few examples of situations in which you thought you were treated unfairly/unjustly.

How do you feel when you are treated justly /fairly?

How do you feel when you are treated unjustly/unfairly?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Be just to yourself and to others.'

"Fairness is what justice really is."

4. **STORY:** *'The Bell of Atri' – James Baldwin*

5. **DISCUSSION:**

1. Where was the Bell of Justice hung?

2. Why was it called the *Bell of Justice*?

3. What did the king say to the people when the bell was hung?
4. 'The bell is for all, rich and poor, old and young alike'.
What do these words tell us about the King?
5. Why did the judges order a new rope for the bell?
6. What was used as the new rope? Why?
7. Did the horse really mean to ring the bell? What caused it to ring?
8. What did the judges say when they saw the old horse nibbling at the vine?
9. Do you think that the horse had served his master well?
Give reasons for your answer.
10. Why did his master turn him out?
11. Do you think that his master had treated him fairly?
Give reasons for your answer.
12. What was the judges' decision?
13. Do you think that their decision was just? Give reasons for your answer.
14. When you are just to others, how do they feel? How do you feel?

6. **ACTIVITY CHOICES:**

- (a) Act out the part of the story from the moment the horse spots the grapevine to when he is given justice.
- (b) Draw and colour a picture of the Bell of Atri as it hung from the tower in the market place.
- (c) Imagine that you are the miser's horse and that you can talk. He has just turned you out. Relate a conversation that takes place between the two of you.

7. **SONG:** *'I will do what is just'*
(To the tune of *'I will do what is right'* on page 103).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of at least one occasion when you thought that you treated someone justly.

THE BELL OF ATRI

Atri is the name of a little town in Italy. It is a very old town, nestling half-way up the side of a steep hill.

A long time ago, the King of Atri bought a fine large bell, and had it hung at the top of a tower in the market place. A long rope that reached almost to the ground was fastened to the bell. The smallest child could ring the bell by pulling on this rope.

“It is the Bell of Justice,” said the King.

When at last the bell was in place, the people of Atri had a great holiday. All the men and women and children came down to the market place to look at the Bell of Justice. It was a beautiful bell, and it had been polished until it looked almost as bright and yellow as the sun.

“How we should like to hear it ring!” said the people.

Just then the King came down the street.

“Perhaps he will ring it,” the people whispered among themselves. And everybody stood still, waiting to see what he would do.

But the King did not ring the bell. He did not even take the rope in his hands. When he came to the foot of the tower, he stopped and raised his hands.

“My people,” he said, “This beautiful bell is *your* bell. If anyone of you is wronged at any time, that person may come and ring the bell; and then the judges shall come together at once, and hear your case, and give you justice. The bell is for all of you, rich and poor, old and young, alike. But no one must ever touch the rope unless he knows that he has been wronged.”

Years went by. Many times did the bell in the market place ring out to call the judges together. Many wrongs were righted, many ill-doers were punished. At last the hempen rope was almost worn out. The lower part of it was untwisted; some of the strands were broken; it became so short that only a tall man could reach it.

“This will never do,” said the judges one day. “What if a child should be wronged? He will not be able to ring the bell to let us know it.”

The judges ordered that a new rope should be put upon the bell at once, a rope that should hang down to the ground so that the smallest child could reach it. But there was no such rope to be found in all Atri. They would have to send across the mountains for one, and it would be many days before it could be brought. What if some great wrong should be done before it came? How could the judges know about it, if the injured one could not reach the old rope?

“Let me try to fix it,” said a man who stood by.

He ran into his garden, which was not far away, and soon came back with a long grape-vine in his hands.

“This will do for a rope,” he said and he climbed up into the tower, and fastened the vine to the bell. The slender vine, with its leaves and tendrils still upon it, trailed to the ground.

“Yes,” said the judges, “It is a very good rope. Let it be as it is.”

Now, on the hillside above the village, there lived a man who had once been a brave knight. In his youth he had ridden through many lands, and he had fought in many battles. His best friend through all that time had been his horse – a strong, noble steed that had borne him safely through many dangers.

But the knight, when he grew older, cared no more to ride into battle; he cared no more to do brave deeds. He thought of nothing but gold and became a miser. At last he sold everything he had, except his horse, and went to live in a little hut on the hillside. Day after day he sat among his money bags, and planned how he might get more gold. And day after day his horse stood in his bare stall, half-starved and shivering with cold.

“What is the use of keeping that lazy steed?” said the miser to himself one morning. “Every week it costs me more to keep him than he is worth. I might sell him; but there is no one who wants him. I cannot give him away. I will turn him out to shift for himself; he can pick grass by the roadside. If he starves to death, so much the better.”

So the brave old horse was turned out to find what he could among the rocks on the barren hillside. Lame and sick, he strolled along the dusty roads, glad when he found a blade of grass or a thistle. Boys threw stones at him; the dogs barked at him, and in all the world there was no one to pity him.

One hot afternoon, when no one was on the street, the horse chanced to wander into the market place. Not a man or child was there, for the heat of the sun had driven them all indoors. The gates were wide open; the poor beast could roam where he pleased. Soon his old eyes spied the grape-vine rope that hung from the bell of justice. The leaves and tendrils upon it were still fresh and green, for it had not been there long. What a fine dinner they would be for a starving horse!

He stretched his thin neck, and took one of the tempting morsels in his mouth. It was hard to break it from the vine. He pulled at it, and the great bell above him began to ring. All the people in Atri heard it. The sounds seemed to say.

*Someone has done me wrong!
Someone has done me wrong!
Oh! come and judge my case!
Oh! come and judge my case!
Someone has done me wrong!*

The judges heard. They put on their robes, and hurried through the hot streets to the market place. They wondered who it could be who would ring the bell at such a time. When they passed through the gate, they saw the old horse nibbling at the vine.

“Ha!” cried the first. “It’s the miser’s steed. He has come to call for justice; for his master, as everybody knows, has treated him most shamefully.”

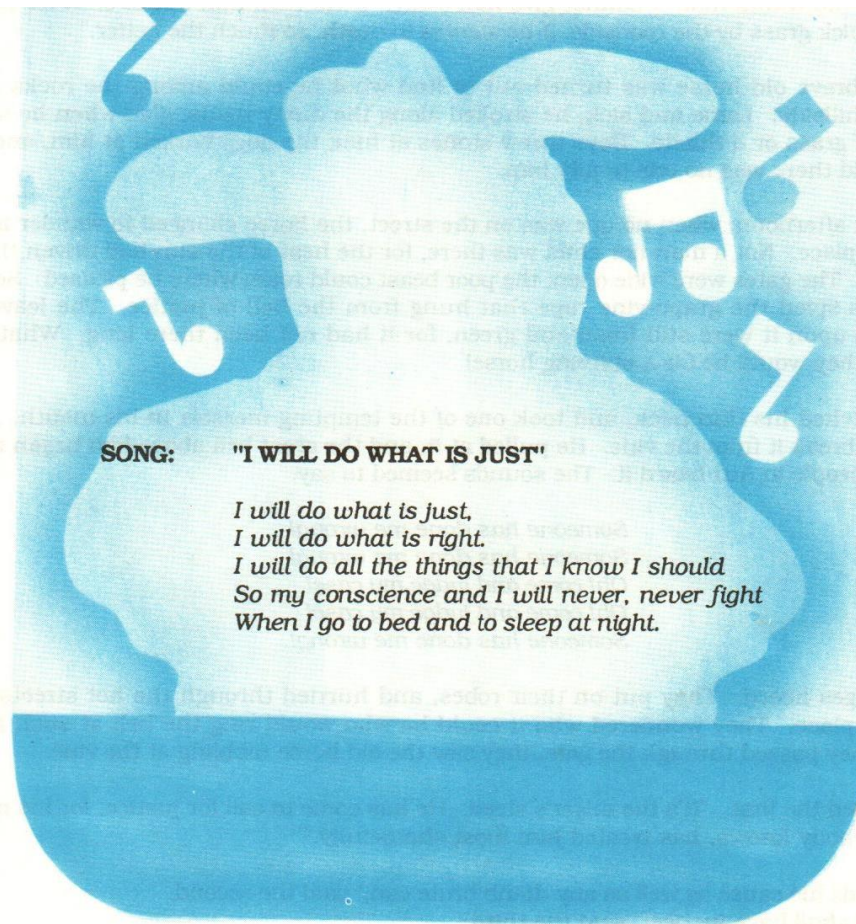
“He pleads his cause as well as any dumb brute can,” said the second.

“And he shall have justice!” said the third.

Meanwhile a crowd of men and woman and children had come into the market place, eager to learn what case the judges were about to try. When they saw the horse, all stood still in wonder. Then everyone was ready to tell how they had seen him wandering on the hills, unfed, uncared for, while his master sat at home counting his bags of gold.

“Go, bring the miser before us,” said the judges. And when they brought him, the judges bade him stand and hear their decision. “This horse has served you well for many a year,” they said, “He has saved you from many perils. He has helped you gain your wealth. Therefore, we order that one half of all your gold shall be set aside to buy him shelter and food, and green pasture where he may graze, and a warm stall to comfort him in his old age.”

The master hung his head. It pained him to lose his gold; he had no pity at all for his poor old horse. But the people shouted with joy. Justice had been done. The horse was led away to his clean new stall. He was given a fine, hearty dinner – a dinner such as he was now to have every day for the rest of his life, thanks to the ringing of the bell which had brought him justice.



LESSON: 5

VALUE: Right Action

SUB-VALUE: Leadership

AGE: 9 – 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will:*

- (i) *become aware of Bustamante's contribution to society;*
- (ii) *become aware of the qualities required to be an effective leader.*

1. **SET INDUCTION:**

The teacher initiates the following discussion:

What do you think the word 'leader' means?

Whom would you say are the 'leaders' in this class?

Why do you regard these pupils as leaders?

What qualities should a good leader have?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'If you lead wisely, you will be obeyed cheerfully.'

"Real leadership is leaders recognizing that they serve the people whom they lead."

4. **BIOGRAPHY:**

'Sir William Alexander Bustamante.'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. How would you describe Bustamante when he was young?
2. In what field/ area of activity did he become an outstanding leader?
3. Why is he honoured as a ‘champion of the poor and oppressed’?
4. What did he want for the workers?
5. Why did his followers say: ‘We will follow Bustamante till we die’?
6. Why was he put in prison?
7. Did this prevent him from fighting for the workers?
8. Would you have continued to struggle for the workers?
Give reasons for your answer.
9. Name two important achievements which were due to his leadership qualities?
10. Why do you think he was made ‘*Sir*’ Alexander Bustamante?
11. Why do you think he was made a ‘National Hero’ in his country?
12. What qualities do you admire most in him?
13. What qualities must you develop if you want to be an outstanding/ effective leader?

6. **ACTIVITY CHOICES:**

- (a) Imagine that you are a leader of workers like Sir Alexander Bustamante.
Write down three suggestions for improving their working conditions.
- (b) Write three sentences each of which names/ expresses a different quality which a good / effective leader must have.

7. **SONG:** *‘If you think you’re beaten, you are’ (See page 60)*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of two instances when you behaved like a leader or acted in a responsible manner. These experiences will be shared at the end of the week.

SIR WILLIAM ALEXANDER BUSTAMANTE

The Rt. Excellent Sir William Alexander Bustamante, National Hero of Jamaica, first Prime Minister, labour leader extraordinary, founded the Jamaica Labour Party in 1943 and the Bustamante Industrial Trade Union in 1938. He is honoured as a champion of the poor and oppressed for his role in organizing labour, and for his part in furthering the nationalist movement by his challenge to colonial authority.

“Busta”, as he is familiarly called by everyone, was born at Blenheim, Hanover on 24 February, 1884, the son of a penkeeping family and was christened William Alexander Clarke. His education and opportunities were limited and in 1903, like tens of thousands of his compatriots, he left Jamaica in search of adventure overseas. He lived and worked in many countries, acquiring a dashing Latin style of dress and behaviour – as well as the name Bustamante by which he was known thereafter. He formally changed his name by deed poll in 1944.

Bustamante returned to Jamaica for good in 1933 and tried his hand at several occupations, eventually becoming a money-lender. He was well into his fifties when he entered public life. He first attracted attention by a series of letters he wrote to the newspapers attacking the social and political conditions of colonial Jamaica. ‘As long as the failure of the government continues,’ he said, ‘I shall continue to write pointing out its weaknesses; not because I love to do so, but because it is a duty to my people and my country’. Soon he was sought out as a public speaker on platforms, parks and streets, as he continued to draw attention to the plight of the needy and unemployed.

When news reached Kingston of the historical fatal clash between workers and armed police at the Frome on 2 May, 1938, that had left six dead, fifty wounded and 89 charged with rioting, Bustamante closed his business for the day and went to Frome.

Frome was the breaking point in the seething unrest island-wide over pay and conditions of work and massive unemployment. It was also the start of a series of strikes, demonstrations and disturbances on which Bustamante stamped his name indelibly as the people’s champion.

‘Are you prepared to stand by me?’ he asked, ‘Whether I go to jail, or die for your cause?’ For answer they sang: ‘We will follow Bustamante ’till we die.’

Wherever there were labour problems throughout Jamaica, he was with the workers. ‘There is no lower or higher worker,’ he said, ‘Every worker is a valuable person.’

For his role as the spokesman and champion of labour, Bustamante was imprisoned during the island-wide riots in 1938. He also spent seventeen months (1940-1942) in a detention camp during the Second World War.

It was during the 1938 labour troubles that Bustamante formed the Bustamante Industrial Trade Union with himself as President for life. In 1944 Jamaica’s first general election was held under Universal Adult Suffrage granted by a new constitution. Bustamante formed the Jamaica Labour Party to contest the election and led it to victory. He thus became Jamaica’s first Chief Minister.

The JLP held power until 1955. In that year, Bustamante was knighted by the Queen.

Jamaica became a part of the West Indies Federation which was established in 1958 and Bustamante was Jamaican leader of the Democratic Labour Party which came to power in the Federal elections. However, he soon changed his policy and advocated the withdrawal of Jamaica from the Federation and a move towards independence.

Jamaicans voted to secede from the Federation in a referendum and the country became independent on 6 August, 1962. The Jamaica Labour Party won the election held that year and Bustamante became the first Prime Minister in an independent Jamaica.

In 1967 he retired from active politics, though until his death on 6 August, 1977, fifteen years to the day that Jamaica gained independence, he continued to be an influential figure in both the Party and the Union.

In September, 1962, Sir Alexander married his faithful secretary of many years, Miss Gladys Longbridge, who had stood by his side throughout his entire colourful career. I could never have made it without Lady B,' said Bustamante, 'She stood by me..... Never said a word or showed fear. Just stayed there.'

Bustamante was proclaimed a National Hero during his lifetime, the only living National Hero Jamaica has had. Port Bustamante, the Bustamante Children's Hospital and Bustamante Bridge in St. Thomas are among the places named in his honour.

LESSON:	6
VALUE:	Right Action
SUB-VALUE:	Goals / Perseverance
AGE:	9 – 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will recognize that constant effort is necessary for achieving goals.</i>

1. **SET INDUCTION:**

The teacher elicits the pupils’ responses to the factors necessary for achieving success in school.

Factors emphasized are perseverance, hard work, constancy of purpose.

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘The person who finds success is the one who sees his goal steadily and pursues it with all his effort.’

“Never lose sight of your goal.”

4. **BIOGRAPHY:** ‘Marcus Garvey’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What was Garvey’s aim/goal?
2. What did he do to achieve this goal?
3. When did Garvey first become aware of the poor and their problems?

4. What would you say was his aim in starting the newspaper called 'The Watchman'?
5. Why did he go to Costa Rica and other countries?
6. What was his aim in setting up the Universal Negro Improvement Association (UNIA)?
7. What was his aim in setting up 'Negro organisations'?
8. Why did Garvey want the black man to go back to Africa?
9. Do you think that this was a good idea? Give a reason for your answer.
10. Why was Garvey unable to achieve his goal of sending Negro families to live in Africa?
11. Name two goals he had for black people.
12. What were some of the aims of the People's Political Party formed by Garvey?
13. Of all his troubles, which do you think Garvey found the hardest to bear? Give reasons for your answer.
14. Would you say that Garvey had difficulty in achieving his goals? What qualities enabled him to continue his fight/struggle?

6. **ACTIVITY CHOICES:**

(a) Write three sentences on your goal as a student.

(b) Choose the correct word from the left to fill the blank in each sentence.

government i. *Garvey's.... was to devote all his energy to the cause of the Negro.*

goal ii. *Garvey..... to the governor, and then to the king, about the conditions of poor people.*

complained iii. *He wanted black people to have their own..... and to control their own jobs*

7. **SONG:** *'Try, try again'* (See page 76).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of a difficult goal / task which you have achieved/ accomplished during the coming week. These experiences will be shared with the class.

MARCUS GARVEY

Marcus Garvey was born in St. Ann's Bay, Jamaica, on 17 August, 1887.

When he was fourteen, he left school to learn printing. Then he went to work in Kingston. He wanted to be a good speaker so he listened to discussions and went to hear preachers. He also read books aloud when he was at home. After the great earthquake in 1907, times were very hard in Kingston. The printers started a union to ask for better wages and better working conditions. Marcus Garvey was thinking a lot about poor people and their problems. He started a newspaper called *The Watchman*, but it did not last long.

He wanted to get money to go on with what he was doing, so he went to Costa Rica and other countries. When he saw employers getting rich because of the labour of poor people, he complained, but people did not take much notice.

Garvey came back to Jamaica in 1911. He started the UNIA (Universal Negro Improvement Association), but it did not succeed at first. He went to England and met people who told him about Africa and other places. He made up his mind to fight against racial discrimination. He wanted black people to have their own government and to control their own jobs. Although a lot of people agreed with him, a lot were also against him.

In 1916 he went to America, and spoke to many people. He said that the best place for black people to set up their own nation was in Africa. Some black Americans agreed with Garvey, but some wanted to fight for their rights without leaving America where they were born.

Garvey started branches of the UNIA in America and more than a million people joined. He started a newspaper called *The Negro World*. Then he asked people to put up money to start a Negro steamship company. He called the company the *Black Star Line* and it was started in 1919.

In that same year, Garvey was wounded when a gunman tried to kill him. When he got better, he married Amy Ashwood, a Jamaican who was working with UNIA.

In 1920 Garvey arranged a meeting with people from many countries. They decided to have a flag with red for the blood of brave men, black skin and green for the hope of life in Africa. Later, they started talking with the government of Liberia to get permission for black Americans to go and live in that part of Africa.

But in 1921 trouble started! The *Black Star Line* lost two ships because of bad management. Garvey came back to the West Indies and raised money to save the company. But the Americans kept him out of America for five months, and by that time the *Black Star Line* was wrecked. But he did not give up; he kept on trying to build up Negro organisations: the *Black Cross Nurses*, for example.

His first marriage did not go well. In 1922 he got a divorce and then he married Amy Jacques. She stayed and worked with him for the rest of his life. They had two sons, Marcus and Julius.

In 1923 the American government took Garvey to court. They said that he used their postal service to trick people. During the trial Garvey sent away his lawyer. He wanted to defend himself. They found him guilty on one of the charges. But Garvey appealed and was released on bail. Garvey kept on working hard, but trouble came again. A new President of Liberia said that he did not want UNIA members to come into Liberia. A black African country had let down Garvey! Then his appeal was dismissed, and he had to go to Atlanta prison. He was let out after two and a half years, but they made him leave America immediately.

In 1927 he returned to Jamaica and worked hard. He arranged big meetings and started the People's Political party, which said that it would fight for things like legal aid for poor people and a university.

Garvey himself had to spend three months in the St. Catherine District prison for things he said against judges at a political meeting. He won a seat in the KSAC, but the councillors never listened to him. He complained to the Governor, and then to the King, about the conditions of poor people.

In 1932 he started another newspaper called *The New Jamaica*. He kept on working, but he was not happy, and he went to live in England in 1935. He died on 10 June, 1940. Later he was named a national hero of Jamaica. His body was brought back and put in George VI Park in Kingston.

Marcus Garvey once said, 'We want our people to think for themselves.' He had set a good example – he really thought for himself.

LESSON:	7
VALUE:	Right Action
SUB-VALUE:	Courage
AGE:	9 – 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware of the importance of courage to the growth of strong character.</i>

1. **SET INDUCTION:**

The teacher shares a real or imagined experience in which a boy / girl shows courage. The teacher elicits from the class the quality / qualities demonstrated by the boy / girl.

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Courage builds inner strength.’

4. **BIOGRAPHY:** *‘Aggie Bernard’.*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What business did Aggie Bernard operate?
2. For whom did she provide laundry services?
3. What work is done by ‘dock workers’?
4. What are we told about the working conditions of the dock workers?

5. Why did the workers strike?
6. How was the strike prevented from being broken?
7. What do you think of Aggie Bernard's action?
8. How would you have acted?
9. What did the workers gain as a result of Aggie Bernard's action?
10. What qualities are shown by Aggie Bernard?
11. Do you know of any person in your village or district who is considered courageous?
Why is he / she considered courageous?
12. Give an example of a situation in which you would be required to show courage.
13. Why is it important for you to be courageous?

6. **ACTIVITY CHOICES:**

- (a) Write a story in which you showed courage because of your concern for another/ others.
- (b) Write a short poem which begins with the following lines:
Courage is speaking the truth when I was wrong,
It's being brave and bold to achieve my goal . . .

7. **SONG:** ' *When I see others down and out* ' (To the tune of ' *Que Sera Sera* ').

8. **FOLLOW-UP AND LIFE APPLICATION:**

Keep a record of at least two instances when you showed courage. These experiences will be shared in class at the end of the week.

AGGIE BERNARD

Aggie Bernard was born in Kingston in 1910, and was educated at the St. Anthony's Catholic School.

After leaving school, she operated her own laundry business, which provided laundry services for the ships which docked at the Kingston waterfront.

Her business activities enabled her to gain intimate knowledge of the plight of the dock workers and the very deplorable conditions under which they worked.

On 21st May, 1938, Miss Aggie, as she was affectionately called, became directly involved in the process that would bring profound changes in Jamaica. It was the third day of a strike of dock workers at the Kingston waterfront in support of their claim for increased wages. However, there were signs of the strikes breaking up. The dockers were becoming increasingly hungry. It seemed that they might soon have to return to work.

The management of the Kingston waterfront felt secure in the knowledge that hunger would be the decisive factor in breaking the strike, and that before long the dockers would be back at work. However, they were very wrong, as on that day, 21st May, 1938, Miss Aggie came forward and assured David Mc Laughlin, the leader of the strike, that she would feed the strikers as long as the strike lasted. She then instructed him to make her intention known to the strikers.

She immediately took her savings which amounted to five shillings and six pence, and with this money she purchased bread, coffee, sugar and milk to feed the strikers.

This action of love, of understanding and of courage on the part of Miss Aggie, ensured that on this occasion the strike would not be broken by hunger.

Encouraged by her action, the Jamaica Progressive League and other persons came forward with contributions in cash and kind which they gave to Miss Aggie.

A very famous woman, the late Hon. Edna Manley, was one of those persons who made donations to Miss Aggie. She also gave critical moral support to the strikers. The importance of Aggie Bernard's role in feeding the striking dock workers lies in the successes that resulted from the strike.

The dock workers not only secured wage increases, but their action also encouraged other strikes and strikers elsewhere. Aggie Bernard's role in May 1938, is glowing testimony to the important role played by women in the many successes that we currently enjoy.

In 1976 she was awarded the Order of Distinction, and in 1979, the Inter-American Commission of Women, an affiliate of the Organisation of American States, awarded her a special Certificate of Merit in honour of her work towards the development of women in Jamaica.

Aggie Bernard died on 7th October, 1980, and was buried at the National Heroes Park. Her life and work stand as a challenge and a source of inspiration to all workers.

SONG:

(Sung to the tune of 'Que Sera Sera')

When I see others down and out
I ask myself, 'What should I do?
Should I ignore them? Should I support?

Here's what I tell myself:

Please be strong at heart
Get up and give your support
No matter what others think
It makes you strong at heart.'

LESSON: 8

VALUE: Right Action

SUB-VALUE: Sacrifice/Concern for Others/Service to Country

AGE: 11-12 years and over

TIME: 35 minutes

OBJECTIVE: *Pupils will:*

- (i) *become aware of Manley's contribution to his country;*
- (ii) *become aware of the meaning of sacrifice.*

1. **SET INDUCTION:**

The teacher shows the pupils a picture of the Right Excellent Norman Manley.
Discussion focuses on Manley:

Do you know the person in the picture?

What do you know about him?

What has he done for Jamaica?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

“Only he can understand what a country is who shall have sacrificed part of himself to his country.”

4. **BIOGRAPHY:** “Norman Washington Manley”.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What are we told of young Manley's achievements in college?
2. What two factors does he say were responsible for his success at school?

3. What career / profession did he choose?
4. Why do you think Manley became dissatisfied with being a lawyer?
5. What did he wish to do?
6. What does this tell you about him?
7. For what responsibility did he give up his law practice?
8. What did he want for his people?
9. Give an example of something outstanding which Manley achieved for his country through personal sacrifice?
10. What do you consider to be the biggest sacrifice he made in the interest of his people?
11. Do you think that he was happy to make such a sacrifice?
Would you have made such a sacrifice?
12. We are told that “personal gain, or wealth, was of no importance to Norman Manley.”
What do you think was important to him?
13. Why was Norman Manley given the title “National Hero”?
14. Give examples of sacrifices which you can make (a) at home (b) at school.

6. **ACTIVITY CHOICES:**

- (a) Write a composition on the topic: “*How I can help my Country.*”
- (b) Compose a few simple thoughts/quotations on “*Sacrifice.*”
- (c) Write a story which ends: “..... and I am happy that I made such a sacrifice.”

7. **SONG:** ‘*Serving is Caring*’
(To the tune of “*Sharing is Caring*” on Page 133).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of personal sacrifices which you make over the next few days. An example of a personal sacrifice is doing without something so that someone else can have it.

NORMAN WASHINGTON MANLEY

The Rt. Excellent Norman Washington Manley was born on 4 July, 1893, at Roxburgh in Manchester where his father was a farmer and produce dealer. He attended Jamaica College where he became an outstanding scholar and sportsman. In 1912 he picked up five records at the National School Championships held at Sabina Park. One of them- the 110 yards dash – stood at Norman Manley’s 10 seconds flat for forty – one years. In that same year, 1912, Norman Manley scored the highest number of football goals for the season and topped the school’s bowling averages in cricket. He was also an amateur boxer.

During his school days Norman Manley read every book he could lay his hands on and studied very hard. In 1914 he won a Rhodes Scholarship to study law at Oxford University in England. Commenting on his school days in later life, Norman Manley said:

“I had a real capacity to work hard for what I wanted and I had an unquenchable belief in excellence. All I succeeded in at school was a result of these two things.”

Norman Manley also served as a soldier in the Second World War and was awarded the Military Medal for bravery in action.

In the years following Norman Manley’s return home to Jamaica in 1922, he became a brilliant lawyer. His fame spread upwards through every branch of Commonwealth Courts, from obscure island circuits to the Judicial Committee of the Privy Council in London. His cases included all the country’s most famous civil and criminal suits, but the shadow of the wig blocked out the sunshine of Norman Manley’s days and by 1937 he had become dissatisfied with his life.

“Law in my life is an emotionally and intellectually bankrupting thing,” said Norman Manley adding:

“I am conscious of the vital need to do something good Action is alright, once you get started. It’s deciding on the move.”

He didn’t have to wait long. His role as mediator in the labour upheavals of May, 1938 carried him into public life. “I well understood,” he said, “that I had entered a new road and would walk it wherever it led.” It led to the launching of the People’s National Party- the first mass-based political party in Jamaica – on 18 September, 1938, with Norman Manley at the helm. As leader of the party, he played a major role in the steps leading towards self-government for Jamaica. However, in the first election held under universal adult suffrage on 12 December, 1944, the PNP lost the election and Manley himself failed to win a seat. The PNP lost the following election in 1949 but this time Norman Manley won the Eastern St. Andrew seat which he held until he retired from politics in 1969.

When the PNP won the general election in 1955, Norman Manley became Chief Minister and he gave up his law practice saying:

“All my life I have carried responsibilities on my shoulders. I have spent my life on many cases

and now I turn my back for good on that life and take into my hands the case of the people of Jamaica, before the Bar of History, against poverty and need – the case of my country for a better life and freedom in our land.”

He pressed for increasing constitutional advances, among them a Cabinet to replace the Executive Council. Under Manley’s leadership in 1959, Jamaica achieved full internal self-government based on a new constitution and his title moved up from Chief Minister to Premier.

When the opposition Jamaica Labour Party announced that they no longer supported the West Indies Federation of which Jamaica was a member, Norman Manley decided to hold a referendum – a public vote – on the issue. On 19 September, 1961, the people of Jamaica voted against Federation, and Jamaica decided to seek independence from Britain on her own. The PNP lost the general election in 1962 and Norman Manley became Leader of the Opposition until he retired from active politics in February 1969. He died on 2 September the same year almost penniless. His personal sacrifices of career and goods in the service of the people are well known. His integrity was unquestionable. Personal gain, or wealth, was of no importance to Norman Manley. He preferred to serve a million of his countrymen, he said, rather than earn a million pounds.

His marriage to his cousin, Edna Swithenbank, a natural and renowned artist in her own right, and an internationally known sculptor, gave him a lifetime of creative companionship and provided the peace and security for a constant background of reading and thought.

The title of *National Hero* was conferred posthumously on Norman Manley in recognition of the outstanding service he had rendered to the nation. His memory is commemorated by the Norman Manley International Airport, the Norman Manley Law School and the Norman Manley Foundation which presents an Annual Award for Excellence.

SONG: SERVING IS CARING

Serving is caring
For others, all are brothers
Giving and serving is really living the loving way

Words like “I” and “mine” bring about possessiveness.
And holding on to what we own won’t bring us happiness
So love and smiles and sympathy should not be locked away
For those things only multiply when given away.

Serving is caring
For others, all are brothers
Giving and serving is really living the loving way.

LESSON:	9
VALUE:	Peace
SUB-VALUE:	Contentment
AGE:	5 - 7 years
TIME:	20 minutes
OBJECTIVE:	<i>Pupils will understand that they must not be greedy.</i>

1. **SET INDUCTION:**

The teacher shows the pupils a picture depicting greed.

For example: A greedy boy puts his hand into a jar of peanuts and tries to take some. His hands go into the jar easily enough but he picks up so many peanuts that he cannot get his hands out again. He starts to cry because he does not want to leave any of the peanuts, but neither does he want to wear the jar like a glove for the rest of his life.

Why is the boy's hand stuck?

What behaviour is he showing?

How is he feeling?

What should he do to allow his hand to get out of the jar?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Never be greedy.'

4. **STORY:** *'The Golden Table'*.

5. **DISCUSSION:**

1. Where can the golden table be found?
2. At what time of the day does the table appear?

3. For how long does it appear?
 4. What will it give to anyone who is able to drag it out of the river?
 5. What will happen to anyone who sees it and tries to get it from the river- bed?
 6. What plans did the planter make for dragging the table out of the water?
 7. How did you feel as noon came nearer and nearer?
 8. Do you think that the planter was wealthy? Give reasons for your answer.
 9. Why did he want more wealth?
 10. Was he able to get the golden table out of the river?
Give reasons for your answer.
 11. Do you feel sorry for him? Give reasons for your answer.
 12. How do you feel when you want something that belongs to someone else?
 13. How do you feel when you have too much of something?
 14. What kind of things might it be better to have less of?
6. **SONG:** *'A Little Bit more.'*
7. **ACTIVITY CHOICES:**
- (a) Act out the scene in which the planter, his slaves and oxen are trying to drag the golden table out of the river.
 - (b) Draw and colour the scene in which the planter, his slaves and oxen are trying to drag the golden table out of the river.
8. **FOLLOW-UP AND LIFE APPLICATION:**
- When we take away something from someone without asking we make him/her unhappy and we feel disturbed and guilty. Give something to someone.
Write about what you gave, how you felt about giving and how the person felt about receiving.
Remember that you can give things like love, joy, kindness, friendship and happiness.

THE GOLDEN TABLE

In the West Indian island of Jamaica, there is a legend of a golden table which lies on the bed of a river called the Rio Cobre.

It is said that when the noonday sun is shining brightly overhead, for twelve seconds only, the golden table may be seen, glittering in the water. Anyone who can drag it from the river will have great wealth.

There is, however, a warning which goes with this promise of good fortune. Bad luck will follow those who see the table and try to get it from its river-bed.

There was a certain planter who took no heed of this warning. He decided that at all cost the great fortune must be his. Secretly he took with him six of his slaves and some strong oxen and waited by the riverside, hoping that the golden table would appear.

His heart beat fast with excitement as he watched the sun rise higher and higher in the sky. He could hardly wait for noon to come, when he hoped to see the golden table rising from the river-bed, and glittering in the bright sunshine. He knew just what he would do with the great wealth which he felt would soon be his.

His eyes were glued to the magic spot where it was said the table would appear. Many men before him had tried but failed to win the coveted prize. This time, he and his slaves and his strong oxen must not fail.

The planter warned his slaves to be ready to dive into the river and fix the grappling hooks to the golden table the very second it appeared in sight. Then the oxen must just as quickly pull it from the river-bed onto the bank.

‘It comes, it comes!’ the planter cried, excitement ringing in his voice. The surface of the water shimmered brightly.

‘Dive in at once, my slaves, and fix the grappling hooks. There is not a second we can lose.

Pull, oxen, pull! Pull with all your might!’ he urged.

The six men dived. For a few brief moments the oxen pulled with all their might, while the planter urged them on. The golden table shimmered in the bright sunlight.

.....Eight, nine, ten, eleven..... The seconds passed.

Then with a sudden, sucking sound, the golden table disappeared from sight, taking with it, beneath the river bed, not only the planter and his six slaves, but his strong oxen too.

The legend goes that even today, if you pass by that magic spot where the Rio Cobre runs slow, you may sometimes hear the ghostly cries of those who lost their lives because they coveted the golden prize.



SONG:

A LITTLE BIT MORE

*Some people take what they can
As fast as they can
As much as they can
Number one they must be
Their philosophy is
'What's in it for me?'*

*A little bit more
I want to get
A little bit more
I've got to get
A little bit more
But they get more and more
And more and more and more
And still want more.*

LESSON: 10

VALUE: Peace

SUB-VALUE: Endurance

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize that endurance can help them overcome obstacles.*

1. **SET INDUCTION:**

The teacher presents the poster on 'Endurance' to the class.

What is happening in the picture?

Who seems to be enduring the marathon well?

Read the title of the poster.

What are the girl and the boy in the poster showing/demonstrating?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'He who has endurance may accomplish anything.'

4. **STORY:** *'The Mouse that never gave up'.*

5. **DISCUSSION:**

1. Where did the mouse live?
2. Why did he fall into the pot?

3. What did the pot contain?
4. After the mouse had fun swimming, what did he realise?
5. If you were the mouse, how would you have felt?
6. What happened when he tried to climb out of the pot?
7. What was he very scared of?
8. Did he give up? What did he do?
9. What did he do when he felt tired?
10. What did he notice about the cream?
11. What quality caused him to be saved?
12. What does this lesson teach you?
13. How do you feel when you have accomplished/achieved something that required/needed endurance?

6. **ACTIVITY CHOICES:**

- (a) Write what you think the mouse said when he got out of the pot.
- (b) Make a poster which shows the value, 'Endurance'.
- (c) Draw a picture of the mouse peeping into the pot.

7. **SONG:** *'Don't give up'* (To the tune of *'Alouette'* on page 108).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Attempt a task which requires endurance.
These experiences will be shared with the class.

THE MOUSE THAT NEVER GAVE UP - *Adapted*

Once upon a time, on a farm in the sleepy, little village of Kendal, there lived a very curious mouse. He was always getting into things. One day he spied a big pot and curious as he was, he started to investigate.

I wonder what's in the pot,' he squeaked.

In a flash he climbed the side of the pot, pushed aside the loose cover, peeped in – and 'PLOP!' he fell straight into pot.

'My, my, how am I going to get out of this?' he worried.

The pot was full of cream and it had been set aside by the farmer's wife to be used later.

At, first, the mouse just swam around having lots of fun. When he started to get tired, he realized that he was in deep trouble. He was now very wet and slippery and there was so much liquid that he could not climb the side of the pot. In fact, he became very scared when he noticed that as he stopped kicking his feet and hands he began to drown.

The poor mouse began to cry. Alas! There was no one there to help him. He became more and more frightened. 'What shall I do?' he called out 'What shall I do? I'll soon be drowned!' and he kept kicking and kicking to stay afloat.

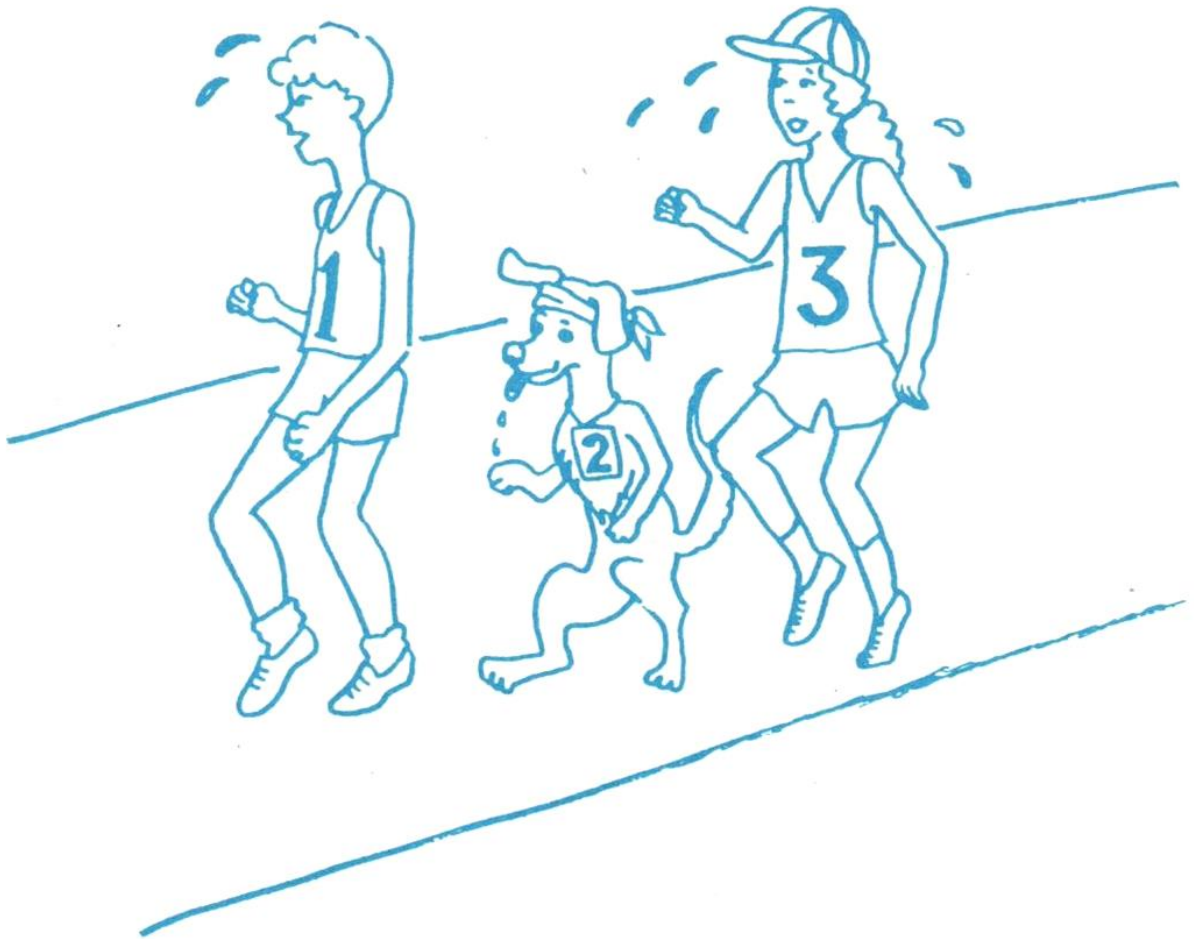
After kicking for a long while, he thought, 'I shall have to give up. I am much too exhausted.' But something kept him going and he kicked a good deal more.

It was at this point that he began to notice that something was happening to the liquid into which he had fallen. When he had fallen into the liquid it was watery but it was now beginning to get thicker.

He began to think, 'Perhaps there is still hope!'

Once again he furiously swam and swam and the cream became thicker and thicker. Before long, it had become so solid that our dear little mouse was able to stand up, dry off, and happily climb out of the pot.

ENDURANCE



LESSON:	11
VALUE:	Peace
SUB-VALUE:	Happiness
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will appreciate the need to be happy with themselves in order to be peaceful.</i>

1. **SET INDUCTION:**

The teacher shows the pupils pictures depicting happy situations.

Discussion focuses on the pictures:

What is happening in the pictures?

How are the people feeling? How do you know?

When you are happy how do you feel?

When you are happy how do you show it? (For example: sing, laugh...)

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Happiness brings a peaceful feeling.'

4. **STORY:** *'The Unhappy Chief'.*

5. **DISCUSSION:**

1. Where did Chief Ismail live?
2. For what qualities was he well known?
3. Why was he unhappy?

4. What things did he have?
5. If you had all that Ismail had, would you have been happy? Explain why.
6. What did the wise men plan/arrange/organize in the hope of bringing happiness to Ismail?
7. What things/objects had been gathered by the wise men?
8. Which of those things would have made you happy? Why?
9. Why do you think the exhibition/display failed to make Ismail happy?
10. What was Mohammed's suggestion for making him happy?
11. What did Ismail find out/discover when he went to the happy man's house?
12. Nothing in the outside world was able to make Ismail happy.
Where do you think he should look for happiness?
13. What do you learn from this story?
14. Give me examples of the things that bring you happiness.
How many of them cost money and how many do not?

6. **ACTIVITY CHOICES:**

- (a) Write a composition on 'The Things that make Me happy'.
- (b) Take the word 'HAPPINESS' and for each letter write a word/words which suggests/suggest happiness. For example:

H - home, hope
 A-
 P-
 P-
 I-
 N-
 E-
 S-
 S-

7. **SONG:** *'I've got a joy'*.

8. **FOLLOW-UP AND LIFE APPLICATION:**

Observe yourself and your family this weekend.
 Make a list of all the things you have noticed which made them and you happy.

THE UNHAPPY CHIEF

Once upon a time, there lived in Ktoombe in North Africa a tribal chief. He was the master of many tribes. Furthermore, this handsome and majestic leader was known far and wide as the greatest and most courageous of men.

His servants whispered, “Everyone envies us for being the subjects of Chief Ismail.”

“Oh yes! We are so fortunate. Nobody dares to attack us. He is like a father to us.”

“Do you know his coffers are so full that he has decided not to tax us?”

“Indeed, ours is the good fortune.”

But little did they know that their beloved leader was not a happy man. Lately, the chief had been depressed. He did not look forward to the next day. In short, he had lost the zest for living.

He thought, “I have everything a chief could ask for. My land is green and there is plenty of food; my treasures are the biggest and the wealthiest in the whole of Africa; and my subjects love me as their own father. But, why am I so unhappy?”

His council of wisemen and ministers watched him anxiously and were concerned.

One day, Chief Ismail called them and said, “My dear wisemen, I think you know that for some time I have been unhappy, I want to be happy once more. Your advice has always been good. Tell me the means to be happy.”

The council met and each one had a different idea. They discussed, they argued and finally, agreed on what to do.

They reported back to the chief and the oldest of them all stood up and addressed the leader, “Oh Lord, it breaks our heart to see you like this. We have come to a conclusion as to what you should do to become happy again.”

Ismail was too impatient to wait. He wanted to know immediately what he had to do to be happy again. “Oh wise one! I have no time for big speeches. Get to the point quickly.”

Oh Chief! We have arranged an exhibition. Among the exhibits you are sure to find something that will make you happy.”

Ismail could not sleep that night. He wondered about the exhibits.

Finally, the day dawned. He rushed through the morning chores and even skipped breakfast to get to the exhibition early.

The wisemen had gathered all the objects that are known to give happiness. The exhibits included all kinds of musical instruments, the best books and writings, the most fragrant and colourful flowers, the lushest and greenest plants and trees, mouth-watering gourmet dishes, the most intricately designed jewellery and gems, boxes and chests overflowing with gold coins and the

best of paintings and sculptures.

The people accompanying the chief were wonder-struck by the sights, but alas, not the chief.

He was disappointed sorely with the exhibits. He turned abruptly, "My dear men, I know the trouble you have gone through to put this together. But, I still feel sad and restless."

By this time, the news about the Chief's unhappiness spread through the tribe. Said one, "Let's pray for our leader. If he is not happy, how can we be happy?"

Said another, "You are right. He who treats us as his own children is not happy. We must find ways to make him happy."

Meanwhile, the oldest of the wisemen, the granddaddy of them all, Mohammed, walked slowly to his leader's private chamber and approached Ismail. He said in a quivering voice, "Lord, I have an idea that might make you happy." Ismail had always respected the old man who was known for giving sound advice. So, he responded, "Mohammed! What should I do? Tell me quickly."

"Don't fret thus, my master. Ask your soldiers to find the happiest man in the land and then, sleep in his bed. The vibrations will make you as happy as the man."

This certainly sounded different! The king decided he had nothing to lose by trying another remedy. Sending for his soldiers, he ordered them to find the happiest man in the land.

Their search took them to the far corners of the land. And lo and behold! They found the happiest man in the country. With great pomp and noise, he was brought before Chief Ismail.

Ismail ran out of his room to meet this man. He couldn't wait to sleep in his bed.

He wanted to sleep in the happy man's bed immediately; so, he rushed to his house.

What did he find? Yes, he found that the happy man didn't sleep in a bed, that all his life he had slept on the floor. He, the happiest man in the land, didn't even have a bed!

SONG:

I'VE GOT A JOY

*I've got a joy, joy, joy, joy
Down in my heart,
Down in my heart (2)
I've got a joy, joy, joy, joy
Down in my heart
Down in my heart to stay,*

*I've got a peace that passeth understanding
Down in my heart,
Down in my heart, (2)
I've got a peace that passeth understanding
Down in my heart
Down in my heart to stay.*

LESSON:	12
VALUE:	Love
SUB-VALUE:	Love for animals
AGE:	5 - 7 years
TIME:	20 minutes
OBJECTIVE:	<i>Pupils will learn to show love for animals.</i>

1. **SET INDUCTION:**

The teacher initiates the following discussion:

How many of you have pets?

What pets do you have?

Can your pet do anything special?

How do you show love for your pet?

How does your pet show you love?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Animals are friends; we must love them'.

4. **POEM:** *'My Dog'* - Emily Lewis

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. For what is the poet searching?

2. Where has the dog gone?
3. What does he look like?
4. Is he a naughty dog? Give reasons for your answer.
5. If he were your dog, how would you get him to be less naughty?
6. Does the dog's owner like him? How do you know this?
7. How do you think he shows his love for his dog?
8. Sometimes we hear people say: 'The dog is man's best friend.'
Why do they say this?
9. Which other animals do we consider as friends?
Give reasons for your answer.
10. How should we treat these animals?

6. **ACTIVITY CHOICES:**

- a. Draw a picture of a dog.
- b. Write three sentences on 'My Pet'. You may begin: 'My pet is a kitten....'
- c. Draw a picture of the mouse peeping into the pot.

7. **SONG:** '*Gently laughs the donkey*' (See page 126).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of at least three loving acts you did for your pet or any other animal. We will talk about what we have done in our next lesson.

MY DOG

Have you seen a little dog anywhere about?

A raggy dog, a shaggy dog, who's always looking out

For some fresh mischief which he thinks he really ought to do.

He's very likely, at this minute, biting someone's shoe.

If you see that little dog, his tail in the air,

A whirly tail, a curly tail, a dog who doesn't care

For any other dog he meets, not even for himself;

Then hide your mats, and put your meat upon the topmost shelf.

If you see a little dog, barking at the cars,

A raggy dog, a shaggy dog, with eyes like twinkling stars,

Just let me know, for though he's bad, as bad as bad can be;

I wouldn't change that dog for all the treasures of the sea.

LESSON: 13

VALUE: Love

SUB-VALUE: Humanism

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will become aware of the need to help the less fortunate.*

1. **SET INDUCTION:**

The teacher simply and briefly explains why slaves were brought to Jamaica and gives examples of the inhumane treatment meted out to them by their masters. There was a group of men who were touched by the plight of the slaves and fought bravely to bring slavery to an end. One such person was Richard Hill.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'The unfortunate need people who will be kind to them'.

4. **POEM:** *'Richard Hill'.*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where was Richard Hill born?
2. What did his father fight against? For what reasons?
3. What promise did Hill make to his father?
4. Why did Hill go to the United States and Cuba?

5. What action did he take when he returned?
6. What does this tell you about him?
7. Why was he sent to Haiti?
8. What special job was he given in Jamaica?
9. What kind of quarrels do you think existed between masters and slaves?
10. Besides fighting against slavery, what interest did Hill have?
11. Why do you think Hill has been described as ‘truly one of nature’s noblemen’?
12. What qualities do you admire most in Richard Hill?

6. **ACTIVITY CHOICES:**

- (a) Write a short story in which you tell of something kind you did to help someone in distress/difficulty.
- (b) Act out the following scene:
You are Richard Hill. A slave comes to you to complain about the cruel treatment given to him by his master.
What would you say to the slave and his master?
How would you resolve the quarrel/dispute?

7. **SONG:** ‘*Try a little Kindness*’ (See page 139).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Do one of the following this week: an errand or some other kind deed for someone who is ill. For example: help someone cross the street; cheer up a friend who is ill; give food/an item to a beggar.

RICHARD HILL

Richard Hill, the son of an English merchant and an African woman, was born in Spanish Town, Jamaica, in 1795. As can be expected, Richard's father was against slavery and fought hard for its abolition.

Sent to England to be educated at the age of five, his father's health was failing by the time he returned. On his death bed his father made him promise to fight slavery.

After a brief stay in Jamaica, Richard Hill went to the United States and Cuba to study slavery in those countries. From there he returned to England and joined the anti-slavery forces of Clarkson, Wilberforce, Buxton and other prominent anti-slavery fighters. He wrote a petition and presented it to Canning, the leading politician of the time.

Hill was not deterred by his lack of funds. He earned his living by writing articles for the national newspapers and magazines. The Anti-Slavery Society was so impressed by him that they commissioned him to go to Haiti and report on the social conditions and natural resources there. He returned to England with invaluable information and, after a short stay, he went back again to Jamaica, where he was appointed Special Magistrate of the settlement of disputes between former master and former slave. He held this post for 38 years.

In addition to his magisterial work, Hill took a keen interest in the study of bird, fish, insect and plant life of the West Indies. He wrote several articles and books on the subjects and was acclaimed for his distinguished work by the literary and scientific circles of Europe and America. He later declined the governorship of St. Lucia offered to him by the British Government.

James Thorne and J H Kimball, two American missionaries who observed the effects of emancipation in the West Indies, had this to say of Richard Hill:

He is a coloured gentleman and in every respect the noblest man, white or black, whom we met in the West Indies. He is highly intelligent and of fine moral feelings. His manners are free and unassuming and his language in conversation fluent and well chosen.... Though the African sun has burnt a deep tinge on him, he is truly one of nature's noblemen. His demeanour is such, so dignified, yet so bland and amicable that no one can help respecting him.

Frank Cundall, head of the Jamaica Institute, said of Richard Hill:

All who knew him bore testimony to his generosity, philanthropy, modesty, even temperament and unfailing forgiveness, his kindness of heart, his piety and his catholicism.

LESSON:	14
VALUE:	Love
SUB-VALUE:	Caring/Compassion
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will develop a caring attitude towards others.</i>

1. **SET INDUCTION:**

The teacher initiates the following discussion:

Have you ever cared or helped to care for someone who was ill?

What did you do for him /her?

How do you think he/she felt?

How did you feel?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'We all have enough strength to bear the misfortunes of others.'

4. **BIOGRAPHY:** *'Mary Seacole'*.

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Who is known as Jamaica's most famous nurse?
2. As a young girl, what did Mary admire about her mother?

3. We are told that Mary was not a ‘trained’ nurse.
What single quality made her such an outstanding nurse?
4. What do you understand by ‘compassion’?
5. How did Mary help when cholera broke out in Jamaica?
6. What name did she earn in Panama? Why?
7. Did the War Office accept Mary’s offer to help?
Give reasons for your answer.
8. How did she show that she was still determined to help?
9. Why was Mary unable to open an ‘official’ hospital?
10. Why was Mary’s ‘hotel’ said to be ‘really a hospital’?
11. What qualities did Mary show during the Crimean War?
12. Why has Mary Seacole been called a ‘brave and devoted West Indian’?
13. If you have a relative or friend who is ill, how can you show that you care?

6. **ACTIVITY CHOICES:**

- (a) Make a list of the various people in a hospital who serve and care for those who are ill.
- (b) Write a simple account of what a day is like in the life of a nurse.
You may begin: ‘*Jean is a*’
- (c) Think of the people who serve in your community.
Working in groups, prepare and act out a simple drama which shows the work of one of these people.

7. **SONG:** ‘*Love the good you see in all*’ (See page 144).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a ‘Caring Calendar’.
Draw seven large boxes on your calendar.
Plan seven days of ‘Caring’.
In each box write of a different way in which you plan to be a caring person.
When you succeed put a star in your box...
Congratulations!

MARY SEACOLE

Many years ago on East Street, Kingston, Jamaica, there was a small hotel called Blundell Hall. It was here, around 1810 that Jamaica's most famous nurse was born. The exact date of Mary Seacole's birth is not known, and she was once heard to remark that it was a woman's privilege to hide her age.

At the time of her birth Mary's mother ran Blundell Hall and the soldiers and sailors serving at Up Park Camp and Newcastle were frequent visitors to the hotel. Any who were sick were soon made well by the home-made medicines prepared by the kindly hotel-keeper. People from near and far came to see Mary's mother when they were ill, and it was not long before she became known as the "doctress". Young Mary greatly admired her mother's ability to help those who were ill and in pain, and by the age of twelve she was helping her in this work. Like her mother, Mary never had any training as a nurse, but she possessed great compassion for the sick and suffering and was to devote her life to them.

In her teens Mary paid two visits to England as a travelling companion to an older woman. On her return to Jamaica she married a Mr. Seacole, but the marriage did not last long. Mary's husband was a sickly man and soon died, leaving her a widow.

So Mary moved back to Blundell Hall to live with her sister Louisa. Her mother had died and the hotel was now the property of the two sisters. But soon another blow was to fall on them, for in 1843 Kingston was swept by fire and the hotel was burned to the ground. Mary rebuilt it and continued the work of caring for the soldiers and sailors who came to her. Like her mother before her, she soon became known as the "doctress".

In those days the islands of the West Indies were plagued by many dreadful diseases – cholera, yellow fever, malaria, smallpox. In 1850 there was a cholera epidemic in Jamaica. Mary volunteered as a nurse and worked side by side with the physicians, from whom she learnt a great deal about medicines and the treatment of diseases. Eventually, she prepared a medicine of her own to treat cholera.

Leaving Louisa to manage the hotel, Mary now set out on her travels. She began by visiting Nassau, Haiti and Panama.

It was not long before she was caring for the sick again, for there was little hygiene in Panama and disease was everywhere. Yellow fever was a constant danger and there was one outbreak of cholera. The grateful Americans who were treated by Mary called her an *Angel of Mercy*.

Having worked herself almost to death caring for the sick in Panama, she now decided she must take a holiday. She went to Cuba, only to find that there was a cholera epidemic raging there. Mary resumed her nursing, treating the cholera victims with the medicine she had prepared and used in the Jamaica epidemic of 1850. It proved so effective that the Cubans called her "*the yellow woman from Jamaica with the cholera medicine*", the "yellow" being a reference to her complexion, for Mary's father was a Scotsman, and her mother, a coloured Jamaican. But Mary was now weak from over-work, and herself became ill with cholera. She was saved by her own medicine, and, the epidemic over, was able to return to Panama.

Through she could not know it, the most famous period of her life was about to begin. Just about this time, the Crimean war had started in Europe, and England, France and Turkey were allied against the armies of Russia. Mary had heard that regiments she had known in Jamaica were at the war, and of the work being done in the Crimea by England's great nurse, Florence Nightingale. She sold her property and went to London, where she offered her services to the War Office. She was rejected because she was coloured, but the War Office could not stop her travelling the 5,000 kilometres from London to the Crimea.

Mary knew she could not open an official hospital to care for the sick and wounded, but nothing could stop her opening a hotel and store in the Crimea. Her British Hotel on the Spring Road between Balaclava and Sebastopol was only a rough timber building which contained a restaurant and a bar. It was not long before most of the rooms in her "hotel" were filled with the sick and wounded soldiers in her care. Though battles often raged around the hotel, which was by this time really a hospital, Mary never ceased her nursing and her work on the war front won her much praise from the British servicemen.

When the war ended suddenly in 1855 Mary had to close down the hotel in a hurry. She could not sell her possessions in the Crimea, so she left the country bankrupt – that is, without money or property. For her services to the men in the Crimean War she was awarded two medals, and a nephew of Queen Victoria later made a small wooden bust of her which may now be seen in the Institute of Jamaica's Museum.

Mary Seacole died in 1881, some accounts say in Kingston; others say she died in London. Her name, that of a brave and devoted West Indian, is commemorated in the Mary Seacole Hall of Residence for Women at the University of the West Indies, Jamaica. The headquarters of the Jamaica General Trained Nurses' Association on Camp Road in Kingston are also known as *Mary Seacole House*.

LESSON: 15

VALUE: Non-Violence

SUB-VALUE: Appreciation of Natural Environment

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will develop feelings of appreciation for their natural environment.*

1. **SET INDUCTION:**

The teacher uses a picture of a local natural scene to elicit the pupils' responses to Nature.

What do you see in the picture?

Do you like Nature? Why/ Why not?

What do you like best in Nature?

How do you feel when you are surrounded by Nature- like in the fields, countryside, mountainside, seaside, woods?

2. **SILENT SITTING/TUNING IN :**

Imagineit is a bright, sunny morning in the countryside..... As you step outside..... you see butterflies red, yellow, blue butterflies flitting from flower to flower The breeze is blowing gently..... the birds are tweeting merrily you are at peace with everything around you.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'We must look at Nature with our hearts'.

4. **POEM:** 'Nature' – H.D. Carberry

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Which seasons does the poet say we do not have?
2. Which seasons do we have instead?
3. Does the poet like the Jamaican seasons?
Give a reason/s for your answer.
4. Why does the poet say ‘the gold sunshine’?
5. In the poem, what sound is made by the rain falling on the roofs?
6. Which time of the year does the poet like most? Why?
7. Which time of the year do you like most? Why?
8. How does Nature look at that time?
9. What natural sounds do you hear at that time?
10. How can you show that you care for / appreciate your natural surroundings?
11. Why is it important for you to take care of your natural surroundings?

6. **ACTIVITY CHOICES:**

- (a) Draw and colour any scene from the poem.
- (b) Draw a natural scene that you like.
- (c) Write a composition on ‘The Season I like best’.

7. **SONG:** *‘The Earth is our Mother’*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Plant a flower/shrub/tree and take care of it daily. Keep a record of its growth.
Try speaking sweetly to it!

NATURE

We have neither Summer nor Winter

Neither Autumn nor Spring.

We have instead the days

When the gold sun shines on the lush green cane-fields – Magnificently.

The days when the rain beats like bullets on the roofs

And there is no sound but the swish of water in the gullies

And trees struggling in the high Jamaica winds.

Also there are the days when the leaves fade from off guango trees

And the reaped cane-fields lie bare and fallow in the sun

But best of all there are the days when the mango and the logwood blossom.

When the bushes are full of the sound of bees and the scent of honey,

When the tall grass sways and shivers to the slightest breath of air,

When the buttercups have paved the earth with yellow stars

And beauty comes suddenly and the rains have gone.

THE EARTH IS OUR MOTHER
(American Indian)



Em HARMONY
MELODY

Hey yung-a yo yung-a hey yung yung Hey yung-a yo yung-a

hey yung yung 1. The earth is our mo- ther.
2. Her sa-cred ground we walk up-on

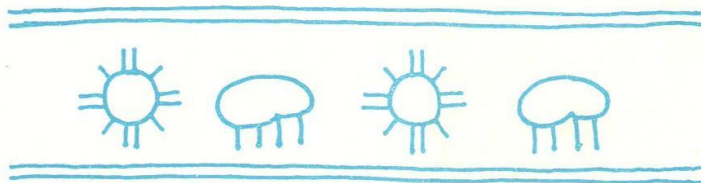
Em

We must take care of her. The
with ev- ery step we take. Her

D Em D Em A Em

earth is our mo- ther. We must take care of her.
sa-cred ground we walk up-on with ev-ery step we take

Repeat entire song, ending with "Hey Yunga" section.
Harmony is optional.
Rhythm instruments (drum, tambourine, rattles, etc.) are
effective with this song.



PART FOUR

LESSON: 1

VALUE: Right Action

SUB-VALUE: Healthy Living

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will become aware of the importance of a daily schedule for maintaining health.*

1. **SET INDUCTION:**

The teacher invites discussion of pictures which show children engaged in various activities which promote good health, for example: brushing teeth, combing hair, bathing, exercise, playing games, eating fruits etc.

What do you see in the pictures?

Why is it important to keep our bodies healthy?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit in an upright position, close their eyes and silently breathe in and out trying to listen to the sound of their breath.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'The first wealth is health'.

The teacher repeats the quotation slowly. This is followed by a brief discussion of the quotation.

4. **STORY:** *'Freddy's Narrow Escape'*

5. **DISCUSSION:**

1. Where did Freddy live?
2. What did Freddy spend most of his time doing?
3. What did Freddy enjoy doing with his friends?

4. Why did his friends admire him?
5. Do you admire him? Give reasons for your answer.
6. What did Freddy discover as he lay in the sun one day?
7. Was catching flies healthy for Freddy? Give reasons for your answer.
8. Why was Freddy barely able to escape from the vulture?
9. What did Freddy say to himself when the vulture flew away?
10. How do you think Freddy felt when he discovered he was so out of shape?
11. What lesson do you learn from this story?
12. If your body got tired and weak from your watching television all day long, what could you do to get back in shape?

6. **ACTIVITY CHOICES:**

- a. Draw a picture of Freddy leaping high into the air.
- b. Have children compare similarities of the human body's needs to the needs of a car. List these on the chalkboard.

Potential Responses:

Body Needs

Food
Water
Exercise
Rest
To be washed

Car Needs

Fuel
Water
To be driven
Rest
To be washed

7. **SONG:** *'This is the way' (to the tune of 'Here We Go Round the Mulberry Bush').
(Use appropriate motions)*

8. **FOLLOW-UP AND LIFE APPLICATION:**

Put a star in the correct box when you complete each activity that helps to keep your body healthy. (See *'Daily Activities to keep my body healthy'* **right after page 246**).

FREDDY'S NARROW ESCAPE

Once upon a time there was a sleek, handsome frog named Freddy, who lived in a cool pond in the Black Rock area in Barbados.

Freddy had a good life and was always busy: fixing his house, looking for food, and most of the time, practising his jumping. Each morning, Freddy was the first frog to be up jumping on the lily pads at the pond. Just as the sun peeped out of the horizon, he could be seen practising his leaps, high into the air. Up he would go and spl.....ashh into the cool water! Freddy could jump faster and higher than any of the other frogs. In fact, he loved to race his friends across the pond, hopping from one lily pad to another. His shiny green body was strong and healthy. All of the other frogs admired Freddy.

One bright sunny morning in May, as Freddy lay basking on a lily pad, he discovered that he could lie there and catch flies simply by rolling out his tongue. How very pleasant it was just to lie there in the sun, floating on the still pond and catching flies.

Soon, Freddy forgot all about racing and practising his jumping for he lay on the lily pads all day long catching flies. As the days passed, Freddy's tummy began to get rounder. He became lazier and lazier. The other frogs said, 'Don't bother to ask Freddy to race. He never wants to do anything anymore.'

One day, high in the sky, a hungry vulture silently floated on the wind, looking below for something to eat. Now, vultures have very good eyes, and can see the smallest speck from far above. Even though Freddy was green and lying on a green lily pad, the vulture spotted him dozing in the sun. Down swooped the vulture, diving like an arrow straight for him! Poor Freddy barely reacted as he heard a "whoosh" of wind. Lazily, he opened one eye and saw the vulture diving straight at him. Instantly he was wide awake, scrambling to jump away. He jumped but he was so out of practice that he missed even the pond. A second later and the vulture would have grabbed him.

He was very lucky, but being lucky did not make up for his being so out of shape.

'Oh.... why did I eat so much today?' lamented Freddy.

He tried to swim to the edge of the pond but his legs felt very weak and tired. He finally managed to crawl out of the water and hide behind a large rock until the vulture flew away. His heart was pounding from his narrow escape.

'I'm not going to let that happen to me again!' he said to himself. 'From now on, it's early to bed and early to rise, and I'm going to jump, jump, jump!'

SONG:

This is the way we all wake up, all wake up, all wake up,
This is the way we all wake, to keep our bodies healthy.

This is the way we wash ourselves, wash ourselves, wash ourselves
This is the way we comb our hair, comb our hair, comb our hair
This is the way we eat our meals, eat our meals
This is the way we exercise, exercise, exercise
This is the way we go to bed, go to bed, go to bed....

LESSON:	2
VALUE:	Right Action
SUB-VALUE:	Sacrifice
AGE:	7 - 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will become aware of the meaning of 'Sacrifice'.</i>

1. **SET INDUCTION:**

The teacher initiates discussion with the following questions:

Have you ever had to give up on something which was very dear to you?

How did you feel about giving it up?

How did you / others benefit from what you gave up?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'It is far better to give than to receive'.

4. **STORY:** *'The Littlest Comanche'*

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What suffering was being experienced by the Comanche people?
2. Who knew the reason for their suffering?
3. Why were they suffering?

DAILY ACTIVITIES TO HELP KEEP MY BODY HEALTHY

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Got up on time							
Washed myself							
Brushed my teeth							
Combed my hair							
Ate breakfast							
Exercised							
Ate lunch							
Played							
Ate dinner							
Went to bed on time							

4. What changes had come over the land?
5. Why was the shaman's grand -daughter sad?
6. What must the Comanche do if they wanted everything to be well again?
7. What did the little girl ask her people to do?
8. If you were asked to sacrifice the most precious thing that you have, what would you do?
9. What was the most blessed gift of all?
To whom did it belong?
10. Do you think that the little squaw loved the doll?
Suggest a reason /reasons for your answer.
11. How do you think she felt about throwing the doll into the fire?
12. What was her reason for sacrificing it?
13. How did the Comanche people benefit from the sacrifice?
14. We do not only sacrifice 'things'.
What else can we give / sacrifice?
15. How do you feel when you give to others / make a sacrifice?

6. **ACTIVITY CHOICES:**

- a. Write a brief account of a sacrifice which you made for someone or which someone made for you.
- b. Make a list of the people who are important to you, your community, your country. List one item that each of these people must sacrifice to help you, your community or your country,

7. **SONG:** *'The Earth is Our Mother'* (See page 241)

8. **FOLLOW-UP AND LIFE APPLICATION:**

- a. Make a sacrifice which would be of benefit to you.
For example: eat fewer sweets; play less so that you have more time to do your lessons.
- b. Make a sacrifice which would benefit another person.
For example: share your lunch with a child who does not have any; give someone an article you love dearly.

THE LITTLE COMANCHE

A Texas Folktale retold

In Texas every spring, fields of blue blossoms cover the land. It is said that a young Comanche maiden selflessly gave herself to save her people and their land. And in return, the Great Spirit keeps the memory of her sacrifice for all to see by sending the bluebonnets to brighten the hills.

A great drought had come. The crops could not grow, the buffalo could not feed and the people were dying. The Comanche people prayed and danced, but the rains would not come. Only the wise shaman knew the reason for their suffering. He had sat deep in thought for many days, reflecting upon the ways of people. They had become willful and selfish. Once there was a day when all had shared and helped each other. Now, what little they had was kept hidden from others. The young ones did not listen to their elders. The ways of planting which they had so carefully preserved, the movements of the buffalo which they had so meticulously studied, all the wisdom of the forefathers, was neglected.

His granddaughter sat by his side. She remembered well his stories of the hunt, when the buffalo were plenty and the deer and the antelope played on the hills. Now the hills were dry, parched red and bleached yellow by the Spirit of the Sun who had grown angry with their wastefulness and callous unconcern. A tear fell from her eye as she recalled her relatives who had not survived and she cried for those who would not live to tell of the greatness of their people to the children. She cried for the children who would not know the beauty of their ways and the truth which lay hidden in the legends.

“Grandfather,” she pleaded, “Surely there is some way to please the Great Spirit so that the rains will come. Surely there is a way to remind our people their duty to each other, to the land, and to the Spirits who provide for us and protect us.”

“My child,” said the saddened shaman, “If we could but learn to live in harmony with the earth, to repay our elders for all they have given us, and to open our hearts to our brothers and sisters, all would be well. Always we have had leaders to show us the way. I fear none has grown from this generation.”

His granddaughter listened well, as always, to his tales and advice. That night, as the full moon shone brightly in the distant sky, she called all the warriors together.

“Brothers, sisters!” she cried. “It is time for us to make a sacrifice. As the tradition, the sacrifice must be of the best quality, the most prized and unblemished of possessions. Here in the blazing fire we must burn, as an offering, the most precious gifts we can make. Each of us must find something.” The people pondered carefully and many a prized gift did the fire take. Long into the night they came offering trinkets and treasures long hidden from view. But most blessed of all was a doll.

In the early morning hours, the youngest child, a little squaw, who heard all and took it to her heart, arose. She approached the fire and into it she threw her only doll. A doll with blue feathers in its hair; that which she loved the most. When the dying embers had consumed this pure offering rain began to

fall, a rain so fine it caressed the land, a rain so sweet it eased the pain of years of troubles, a rain so pure it washed away the sorrow. It rained so gently throughout the days and weeks to come that when the spring birds began to sing, a blue flower grew in Texas – one which none had seen before. Not many knew from where had come this beautiful blue hue on the hillsides. Not many knew except the shaman, their people and the littlest Comanche. They knew well that the Great Spirit had been pleased.

LESSON: 3

VALUE: Right Action

SUB-VALUE: Determination

AGE: 9-11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize that determination is vital for achieving success / goals.*

1. **SET INDUCTION:**

The teacher shows the pupils a picture of Hilda Gibbs-Bynoe
Discussion focuses on her:

Who is the lady in the picture?

What has she done for her country?

The teacher makes the point that when Hilda was five years old she said, 'I want to be a doctor!' – a goal which she pursued with determination.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly. This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Determination is the key to success'.

4. **STORY:** 'Hilda Gibbs-Bynoe'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. Where was Hilda Gibbs-Bynoe born?
2. Did many parents educate their daughters in those days?

Give reasons for your answer.

3. In what way was Hilda's father unlike many parents?
4. Name two factors which were responsible for her winning an exhibition.
5. How were 'exhibitioners'/ children who were being paid for by Government and children who were not wealthy treated in secondary schools in those days?
6. How did Hilda cope with unfair treatment at school? How would you have coped?
7. In what way was Hilda's father responsible for her entering university?
What does this show about him?
8. In what ways were Hilda and her father similar?
9. Why is she an example to women in the Caribbean?
10. What do you want to be when you grow up?
What must you do to achieve your goal?
11. Why is determination one of the most important factors in achieving success?

6. **ACTIVITY CHOICES:**

- a. Write about a real or imagined incident which shows how determined you are.
- b. Write down as many words as possible which are related to 'determination'.
For example: goal, hard work.....

7. **SONG:** *'Don't Give Up'* (To the tune of 'Alouette' on page 108)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Undertake a small task which requires determination for it to be accomplished/completed. These experiences will be shared with the class.

HILDA GIBBS-BYNOE

Hilda Gibbs was born on 18 November 1921 in Crochu, a small village in St. Andrews, Grenada. She was one of two girls. In those days many parents thought it was a waste of time sending their daughters to a secondary school, and girls were prepared only for marriage and raising children.

But Hilda's father, Joseph P. Gibbs, was a very unusual man and had quite different ideas. Perhaps it was because he did not have a son, but in any event he made it quite clear to Hilda that she could have the best education. At the same time, he told her that there was very little money in the family and that she would need to work hard and win scholarships in order to go to secondary school and later to university.

Mr. Gibbs was a small farmer and he was also a civil servant. He was certainly unable to provide money for his daughter's education, for he was heavily in debt. But lack of money did not trouble this remarkable man, nor did it curb his independence of spirit. He refused to accept the fact that wealth so often purchased privilege, and this is illustrated by a story told about him.

One Sunday, when he drove his horse and buggy to church, he tied the horse under the shade of the only tree in the churchyard. Shortly afterwards, a rich estate owner drove up and the parish priest ordered Mr. Gibbs to move his horse to make way for the horse and carriage of the wealthy man. Mr. Gibbs firmly refused to move his animal. He saw no reason why he should give way because of the other's greater possessions.

On another occasion there was a worker's demonstration in the town. Mr. Gibbs was in sympathy with the marchers, but as a civil servant he was forbidden to join them. This did not stop him from showing his support, for he sent Hilda's mother to join the marchers!

Hilda was no doubt greatly influenced by her father, for she admired his challenging attitude and was fired by his ambition for her. She worked hard in primary school and at the age of twelve won an exhibition to St. Joseph's Convent, St. George's, where she went as a boarder.

In those days secondary schools were attended mainly by the children of wealthy parents, and they were usually white. An exhibitioner, whose fees were being paid by the Government, was often looked down upon by the other students. Hilda, the little black girl from the village of Crochu, was in no way put out by their attitude. She had earned her place in the school and she had inherited her father's fighting spirit.

Only in one respect was she saddened. Every year the school staged a play and it was evident that all the best parts went to the white girls; the few black children were chosen only for the less important roles. Hilda greatly wanted to take part in the plays, but she firmly refused to be put in the minor parts.

'Oh, how I wanted to be in the plays!' she said later in her life. 'How I wanted to be in the plays!'

In 1936 she passed the Senior Cambridge School Certificate examination but she did not win the one island scholarship which entitled the winner to free university education abroad. Since there was no hope of the family finding the money to send her abroad, Hilda decided to settle down and become a teacher.

But the independent spirit of Mr. Gibbs refused to be subdued, and he would not give up the idea of his daughter becoming a doctor. He began to write letters to universities in the United States of America and in England hoping to have her accepted. The fact that he was heavily in debt and could not afford to send her away mattered little to him.

Fortunately, his ambitions for her were about to be fulfilled. In 1940 the British Government had passed the Colonial Development and Welfare Act, and this provided funds for scholarships. Hilda Gibbs was lucky enough to be awarded one of these scholarships and in 1945, nineteen years after she had told her great-grandmother that she wanted to become a doctor, she left Grenada for England.

She began her medical studies at the Royal Free Hospital Medical School in London, and qualified in May, 1951. Just before taking her final examination she married a Trinidadian, Peter Bynoe, who was also in London, studying to be an architect. In view of her independent spirit it is not surprising that Hilda chose to retain her old name in her new married state. She decided to be called Hilda Gibbs-Bynoe.

After leaving England she returned with her husband to his homeland. Here she practised her profession, working mainly in hospitals and public clinics. But as her two young sons were growing up she gave up the long hours of hospital and clinic work and went into private practice. She opened a small office in St. James, a suburb of Port-of-Spain, and it was here that she received the summons to return to Grenada and become the first native Governor.

So, on a sunny morning of June 1968, she returned to the land where her Carib ancestor had settled so long ago. She was given an overwhelming welcome by her people whom she had come to serve, and two years later she was made a Dame of the Most Excellent Order of the British Empire, an honour bestowed on her by the Queen of England. However, in January, 1974 she resigned as Governor following anti-government demonstrations.

Hilda Gibbs-Bynoe is assured of a place in the history of the West Indies. Her determination of spirit, and her life of service, is an example to all women in the Caribbean.

LESSON: 4

VALUE: Right Action

SUB-VALUE: Gratitude

AGE: 9-11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize that they must show gratitude in their day-to-day interaction with others.*

1. **SET INDUCTION:**

The teacher initiates the following discussion:

Have you ever stopped to think about who is responsible for your life?

Whom do we thank for the gift of life?

Who are some of the people in our lives to whom we should be thankful?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Gratitude is the most exquisite form of courtesy’.

4. **STORY:** *‘This and That’*

5. **DISCUSSION:**

1. Where did the sage / wise man live?
2. What are we told about him when he was young?
3. How did he happen to start thinking about this and that?

4. Why did he never leave the forest pond?
5. Where did the dog come from?
6. How did the sage treat the dog?
7. How did the dog treat the sage?
8. What was the dog engaged in doing?
9. Do you think the sage deserved the treatment he got from the dog?
Give reasons for your answer.
10. What caused the dog to realize that he had been ungrateful to the sage?
11. What did the dog realize about himself? Are you like the dog?
12. How did the sage show that he had forgiven the dog for his ingratitude?
13. Do you think that the dog would have remembered the sage's kindness to him if his life was not endangered by the hungry jackal? Give reasons for your answer.
14. What lesson do you learn from this story?

6. **ACTIVITY CHOICES:**

- a. Draw and colour a picture of the sage.
- b. Make a list of words which are associated with 'Gratitude',
For example: 'appreciate'

7. **SONG:** *'Thank you, thank you' (page 193).*

8. **FOLLOW-UP AND LIFE APPLICATION:**

During the course of this week, make a list of all those persons who have helped you to be what you are. Choose a few of them, for example, parents, and say 'thank you' to them.

THIS AND THAT

An adaptation of an *Indian* fable

There once lived in a forest, at the edge of a lonely, clear pond an aged sage. He had not always been old nor wise. Once he was young and even a bit foolish and ungrateful. Gazing into the pond one still, bright day he saw his reflection. "Which one is real," he thought to himself, "this one looking in or that one looking out?" And from that day on he began to think about this and that. And when he did, most interesting and unusual things could happen.

Thinking about this and that kept him so busy and content that he never again left the little forest pond. He came to know all the forest creatures well; their ups and downs, the big and the little, the whys and the wherefores.

One day he saw a mouse nibbling on some ripened berries which had fallen to the ground. Suddenly, a lean, hungry cat sprang out from the bushes and leapt upon the mouse. The forest sage began to think about this and that, and before you could say '*Sohum*' the mouse turned into a dog who turned upon the cat with a fierce and frightening growl. The cat quickly darted away, its tail between its legs. The kindly old man took the dog into his hut by the pond and petting him gently, fed him some rice and fixed him a bed. The next morning, as the sun was rising, the forest sage went to the pond to say his morning prayers. Already the dog was there. Unmindful of his benefactor, he was gazing down at his reflection, preening himself and admiring his size and strength, when what to his horror and dismay did he spy stalking stealthily behind him but a sly and starving jackal, who was about to pounce upon him and make him his breakfast.

"Oh, wise Master," he thought, "How foolish and ungrateful I've been, prancing about in front of your pond without a thought of where I've come from, who I am or to whom I should give thanks!"

No, the grey-bearded old hermit was not only kindly and wise, but forgiving as well. And so, once again, thinking about this and that, he turned the dog into a regal and resplendent tiger, who, it is said, can be seen to this day close at the feet of his friend making certain that nothing disturbs him as he thinks about this and that.

LESSON: 5

VALUE: Right Action

SUB-VALUE: Leadership (Sport)

AGE: 9-11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will become aware of the qualities that are necessary for becoming an effective leader.*

1. **SET INDUCTION:**

The teacher initiates discussion with the following questions:

What games/sports do you like to play?

Have you ever been the captain of a team/leader in a game?

What responsibilities did you have?

What kind of behaviour did you have to show?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘To do great things is difficult, but to command great things is even more difficult.’

“A leader is one who knows the way, goes the way and shows the way.” – John C. Maxwell

“The best way to lead is by example.”

4. **BIOGRAPHY:** ‘Sir Frank Worrell’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did Frank spend most of his spare moments doing when he was a boy?
2. How did his early interest in cricket help to develop his 'natural ability' at the game?
3. Why is it said that he became a left-arm bowler 'by accident'?
4. When Frank first began to bowl with his left arm, he had difficulty. What single factor helped him to succeed at it?
5. What is regarded as his 'first big moment in cricket'?
6. What achievement in his first Test Series caused him to be known/ established him as a 'player of the highest class'?
7. Which incident reveals his willingness to help and share his talent with others? Would you have done what Frank did?
8. What is meant by 'Fame brought no change to his character'?
Tell of something which shows this.
9. In what way was Frank different from the other West Indian captains before him?
10. What benefits did the West Indian team gain under his leadership?
11. How did he set standards of behaviour for his team?
12. What great honour did he receive for his contribution to Sport?
13. What qualities made him a great captain?
14. What qualities should a captain/leader of a sports team show?

6. **ACTIVITY CHOICES:**

- a. Write a clear, simple account of how you play cricket or any other game that you like.
- b. Write down as many words as you can which are associated with a game that you know well. Think of (i) names of objects, equipment (ii) position of players (iii) action words : what the players do.

7. **SONG:** *'If You Think You're Beaten, You Are'* (See page 60).

8. FOLLOW-UP AND LIFE APPLICATION:

In any game that you play during the next few days, try to practise the following: caring, sharing, friendliness, discipline, responsibility, cooperation and fairplay. In other words, 'Be a good example to the other children in the game!'

FRANK WORRELL

Frank Worrell was born on the first day of August 1924 at Bank Hall, St. Michael's Barbados. When he was young his parents went to live in America and left him in the care of his grandmother, Mrs. Burrowes.

Like boys all over the West Indies, where the love of cricket comes naturally, he spent every spare moment playing 'bat and ball' with his friends. Many of you reading this story have played with the same type of equipment Worrell and his friends used. The bat was usually a coconut branch or a piece of wood roughly cut to the right shape, and an old tin pan served as a wicket. The ball might be an old orange or a green lime, or even a young coconut, though Worrell preferred to make his own cricket ball. He did this by winding scraps of cloth and twine around a marble until it was the right size.

In one way, Worrell was very lucky, for his grandmother's house was opposite to the Empire Cricket Club. When big matches were being played, Frank and his friends would climb over the wall of the Club and help the groundsman prepare the wicket. In return, he let them stay and watch the match. So, at a very early age Frank was able to see many of the leading players of the time. He watched how the best batsmen made their strokes, how the bowlers flighted and spun the ball, and how the fielders were able to pick up the ball at speed and return it accurately into the wicket-keeper's gloves. It was no wonder that his natural ability began to develop.

It is said that he became a left-arm bowler by accident. One day, when climbing over the wall to see a match, he fell and broke his right arm. Now he could neither bat nor bowl, but it took more than a broken arm to stop him from playing cricket. He began to bowl with his left arm and at first found it very difficult. But he persevered, and it was not long before his friends were puzzling over the flight and spin he gave the ball.

Frank began his education at Roebuck Boys' Moravian School, from where he went on to Combermere. Here his skill on the cricket field was quickly noticed, and at the age of thirteen he was selected to play for the school's *First Eleven*. This was an honour which brought him fame, but it also brought him much envy, for he was the first boy in the history of the school to play for the *First Eleven* at such an early age. Even before he had played in his first game he was being called 'big head' by some of the boys. It was only envy, of course, for conceit was not a part of Frank's nature. Later in his life, when recalling these early days, he said he longed for nothing more than to be back in Junior Eleven with his friends.

In 1942, while still at school, Worrell was picked to play for Barbados against Trinidad. But his first big moment came the following year at the Oval, in Port-of-Spain, for here he made his first century in first-class cricket. Playing again for Barbados against Trinidad he thrilled the crowd with an innings of 188 runs. It was to be the first of many centuries in representative cricket.

He played in his first Test series in 1948, when the MCC visited the West Indies. His splendid century in the third match of the tour established him as a Test player of the highest class. He went on to score many centuries and to break many world records, but fame brought no change in his character. He remained a warm, friendly man who was

always ready to help other cricketers and share his talent with them.

His success in the West Indies team won him a job as a professional player in England for some time when the West Indies team arrived there to play a Test series. The team was having so much trouble settling down to the game, finding that playing cricket in windy, chilly England was quite different from playing in a warm and sunny tropical island. They were finding great difficulty in adapting themselves to the conditions.

Worrell was concerned as his countrymen made many mistakes. He knew he could help them to overcome some of the problems, but would the captain of the West Indies team welcome his assistance? Would the players resent his advice? For a time his natural modesty held him back, but finally a friend persuaded him to approach the team captain. His offer was warmly accepted, and the following day Worrell was out on the field coaching the players and teaching them how best to play the game on English grounds. The West Indies team won the series, and much of the credit for their success must go to Worrell.

It was during this tour that he scored 261 runs at Trent Bridge in Nottingham, an innings which many regard as the greatest of his career. Worrell himself considers his best innings to be the one played at Kanpur in the first Commonwealth tour to India in 1949. 'I had to fight for those runs,' he said.

Success never changed Frank Worrell and he never forgot his friends – many of them friends from his boyhood days. He always invited them to see his matches and gave them free tickets, but he never took advantage of his fame to gain extra favours. On one occasion, each player in the team had been given two free tickets to give to his friends. A large party of Worrell's friends came to the ground to see him play, so he sent around to the gate and bought tickets for them. Had he asked for extra free tickets they would have been given to him, but he preferred to be given no more than any other player. This action was typical of him.

In 1960 Frank Worrell was made captain of the West Indies team. It was the first time this honour had been given to a coloured West Indian. He had already established himself as a great player; now he was to prove himself to be an equally great captain. Under his leadership players from all over the West Indies were united into one team. He asked for equal pay for all players, no matter what colour or class they were, and he insisted that all should share equally in the social life that was a part of any cricket tour. By example, both on and off the field, he set a standard of behaviour to the members of his team.

He led the team to Australia and to one of the greatest cricket tours in history. The first Test ended in a thrilling tie, both sides scoring the same number of runs. Australia won the second. West Indies won the third. The fourth ended in a draw. For the fifth and final Test the ground was packed with spectators, and vast numbers followed the progress of the game by film, radio and television. Australia won the match, but both teams played splendid cricket and Worrell's captaincy was superb.

After the Test series in England in 1963 Worrell, now thirty-nine, retired from Test cricket. For his service to sport he was knighted by the Queen, the first West Indian to be honoured for sporting achievements. (Another great West Indian cricketer, Sir Learie Constantine, was knighted for public service).

Sir Frank was not unprepared for retirement. While still a professional at the Radcliffe Club he had studied for a degree in social science at Manchester University. It was in Radcliffe, too, that he had married Velda Brewster and where their only child, Lana, was born.

The family now went to live in Jamaica, where Sir Frank was Warden of Irvine Hall on the Mona Campus of the University of the West Indies. He was also made a Senator in the Jamaica House of Representatives. But in 1964 he left Jamaica to work with the Trinidad Government in community work. Later, he was appointed Dean of Studies and Director of Sports at the St. Augustine Campus of the UWI. Today, the playing fields at St. Augustine are called the Sir Frank Worrell Playing Fields, in memory of him.

Sir Frank's final goodwill mission on behalf of the West Indies was a lecture tour of the Indian universities. It was an exhausting tour, and he returned to the Caribbean feeling very tired. He was, in fact, mortally ill. He entered The UWI Hospital for treatment, but died on March 13, 1967.

He was given a state funeral in Barbados, and buried there at the Cave Hill Campus of The University of the West Indies.

Sir Frank Worrell was more than a very great sportsman. Cricket-lovers throughout the world admired his skills, but millions more looked upon him as the supreme example of all that is best in the West Indian character.

LESSON: 6

VALUE: Right Action

SUB-VALUE: Achievement (Educational)

AGE: 11 years and over

TIME: 40 minutes

OBJECTIVE: *Pupils will become aware of the need to work hard in order to do well at their studies.*

1. **SET INDUCTION:**

The teacher initiates the following discussion:

Do you like school? Why / Why not?

Do you think it is necessary to attend school? Give reasons for your answer.

Imagine that you are eighteen years old and never attended school.
What problems would you face?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Education is the light to a brighter future’.

‘Education is the most powerful weapon which you can use to change the world.’– Mandela

4. **BIOGRAPHY:** ‘Arthur Lewis’

5. **DISCUSSION:**

1. Where was Arthur Lewis born?

2. Why did few children have the chance to go to school when Lewis was a boy?

3. Would you have liked to be a little boy / girl in those days? Give reasons for your answer.

4. What did Lewis achieve at age thirteen?
5. Name two qualities which you feel were responsible for that achievement?
6. What was Lewis' ambition as a teenager?
7. How is such an ambition fulfilled?
8. In what ways did Lewis continue to achieve in education?
9. In what was he most interested?
10. To what did he devote much of his life?
11. What reputation has he gained in the West Indies and world-wide?
12. Why did he regard The University of the West Indies as important?
13. Why do you think he thought it important to raise 'the educational standards of his people?'

6. **ACTIVITY CHOICES:**

- a. Think of as many words as possible that are associated with 'educational achievement' in the word 'Education.'

For example:

E -	excel, effort
D -	
U -	
C -	
A -	
T -	
I -	
O -	
N -	

- b. Find out about one man/ woman in your community who was able to get a good education in spite of obstacles/problems such as poverty and few schools.

7. **CALYPSO:** 'Education' (The Mighty Sparrow).

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make an extra effort with your school work from now on. Congratulations!

ARTHUR LEWIS

When Arthur Lewis was born in Castries, St. Lucia, in 1915, there were not as many schools in the West Indies as there are today. Few children had the chance of a good education, and even fewer could ever hope to go to university. For poor boys the only hope was the island scholarship which, in St Lucia, was offered every other year. Fortunately for the young Arthur, his parents were school teachers, and they were able to help educate their son. But his father died when the boy was only seven years old leaving his mother to bring up five sons, four of whom become professional men.

Arthur was a quiet, studious boy, and no one was surprised when at the age of thirteen he passed his School Certificate examination and gained many distinctions. His ambition was to go on to a university, but at thirteen he was too young to sit the examination for the biennial scholarship.

‘Come back when you are a little older,’ said his headmaster.

‘I will,’ answered the boy, and went off to work as a typist-clerk in the St. Lucia Department of Agriculture.

He kept his word, and a few years later sat for the scholarship examination. To his mother’s great joy he won the scholarship, and the way to the university was open. He left St. Lucia in 1933 and sailed for England, where he entered the London School of Economics. Three years later he was Bachelor of Commerce, being awarded first-class marks in seven of his eight subjects. This was a most outstanding achievement.

Like many young men fresh out of university he had not quite decided what he would do. He applied for the post of accountant to the Port-of-Spain City Council, but did not get the job. So he stayed on in England and continued his studies, finally obtaining his doctorate. During this time he lectured at Cambridge, at Manchester, and at the London School of Economics, and was awarded an Honorary Degree at Manchester University.

But his interests lay with the future of his country, and with all the islands of the Caribbean. He was deeply aware of the poverty of the West Indian people, and of their almost complete dependence on sugar cane as their main crop. He asked himself what could be done to increase their prosperity by developing the islands of the West Indies. How could they be made self-supporting? What steps could be taken to achieve their independence?

He devoted much of his life to finding the answers, writing many books on the subject and offering his advice to leading political thinkers. He became the most celebrated scholar and economist in the West Indies. His reputation was world-wide, and as an authority on economic affairs was sought by such international organisations as the United Nations.

In 1958 Arthur Lewis was appointed Principal of The University College of the West Indies. At the time, this centre of higher education was still young, and Lewis had the responsibility of

moulding its future development.

It was an exciting challenge to his skill as an educational administrator. As an economist, he realised the importance of raising the educational standards of his people. Equally, he believed that their prosperity lay in unity.

When, in 1962, the College achieved full status and become The University of the West Indies, Arthur Lewis was made Vice-Chancellor.

‘The University of the West Indies is the cradle of West Indian nationhood,’ he said. ‘It is the only place in the West Indies which has brought together young people from every corner of the West Indies.’

The following year, in which he was knighted by the Queen, he left the Caribbean to become a professor at Princeton University in the United States.

But service to the West Indies called him home again and from 1970 to 1973 he became Head of the newly created Caribbean Development Bank. As its name implies, the bank is concerned with the future economic development of the West Indian islands. There was no better man to lead it to success in its first years. In 1973 he returned to Princeton University.

EDUCATION (Mighty Sparrow)

Education, education this is the foundation
Our rising population needs sound education
To be recognized anywhere you go
You got to have your certificate to show
To enjoy any kind of happiness
Knowledge is the key to success

Chorus:

Children go to school and learn well
Otherwise later on in life you go catch real hell
Without an education in your head
Your whole life will be pure misery
You're better off dead
For there is simply no room
In this whole wide world
For an uneducated little boy or girl
Don't allow idle companion to lead you astray
To earn tomorrow you got to learn today

For employment, yes employment
You must be intelligent
It's essential very essential to have your credential
But if you're blockheaded like a mule
No one will employ a fool
You'll be the last one to be hired
And the first in line to be fired.

Illiteracy, illiteracy is a man's greatest enemy
It's your duty, yes your duty
To stamp it out completely
Ignorance always impedes progress
Education saves you much distress
So learn, learn, learn as much as you can
For the nation's future is in your hand.

It's a treasure, yes a treasure beyond any measure
Just secure it just secure it, Don't ever ignore it
To fight life's battles come what may
Education brights up your way.
Without it you'll never get through
Success or failure now is up to you.

LESSON: 7

VALUE: Peace

SUB-VALUE: Self-Control

AGE: 5-7 years

TIME: 20 minutes

OBJECTIVE: *Pupils will become aware that they must take only what they need.*

1. **SET INDUCTION:**

Imagine that you have a large jar with a narrow neck.
(Pupils could be shown one or a drawing of one). The jar has peanuts. You put your hand in and grab a handful.

Do you think that you would be able to get your hand out?

Give reasons for your answer.

What could you do to get your hand out?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Take only what you need'.

4. **STORY:** 'Ryan and the Peanuts'

5. **DISCUSSION:**

1. How was Ryan feeling as he walked home?
2. What did he spot in the kitchen?
3. Why couldn't he get his hand out of the jar?

4. What did he do to try to get his hand out?
5. What would you have done to solve the problem?
6. How did he finally get his hand out?
7. What did his mother say to him when he got his hand out of the jar?
8. Think of something you did that was like what Ryan did?
Tell us about it.
9. What do you learn from this story?

6. **ACTIVITY CHOICES:**

- a. Draw and colour a picture of the jar with the peanuts.
- b. Mime the actions made by Ryan as he tried to get his hand out of the jar.

7. **SONG:** 'Take a Little'

8. **FOLLOW-UP AND LIFE APPLICATION:**

This week, watch the amount of food you take at one time. Take only what you think you can eat. Try not to waste food.

RYAN AND THE PEANUTS

It was a hot, sunny afternoon as eight-year-old Ryan tiredly trudged home from school. Home was about half-a-mile away from school in the beautiful Freetown district in Antigua.

Ryan actually seemed to bend under the weight of his book-bag. Besides being tired, he was very hungry and couldn't wait to munch on something.

As he reached home, he dropped his bag and raced to the kitchen. As his eyes searched up and down the kitchen, he suddenly spotted a lovely jar of peanuts his mother had prepared earlier that day.

'Ummm!' How Ryan loved peanuts..... crisp, crunchy peanuts! Smacking his lips, he carefully opened the jar, thrust his hand into it and grabbed as many peanuts as his hand could hold. But alas!... when he tried to pull his fist full of peanuts out of the jar, he found, to his dismay, that it would not come out of the jar.

He turned his hand this way and that way, forward and backward. He pushed and he pulled, but as his hand reached the neck of the jar, he simply could not get it to go any further. Ryan did not want to give up any of the peanuts, so he went on pulling and struggling for quite a while. It was a wonder that he did not break the jar.

Finally, feeling frustrated after so much turning and pushing and pulling, Ryan burst into tears. Just then, his mother entered the kitchen. With one glance, she saw what the problem was.

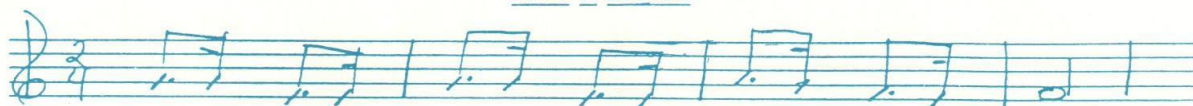
'Oh Ryan you will break the jar! If only you drop a few of those peanuts in your hand, you will be able to get your hand out.'

By this time, Ryan was so frustrated that he was willing to drop all the peanuts, but, listening to his mother's advice, he opened his fist and let some of the peanuts drop back into the jar. Then, as if by magic, he was able to pull his hand right out of the jar.

'See,'.... said Ryan's mother, 'you have a little less than you really wanted. But look at it this way. Sometimes less is better than more.'

Ryan nodded his head in agreement as he happily finished eating the peanuts in his hand.

Take A Little



Take a lit-tle, Take a lit-tle, On - ly what you need.



If you learn this les-son well, We know you will suc - ceed, We



know you will suc - ceed.

LESSON:	8
VALUE:	Peace
SUB-VALUE:	Contentment
AGE:	7-9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will recognize that contentment leads to peace of mind.</i>

1. **SET INDUCTION:**

The teacher initiates discussion with the following questions:

What does it mean to be contented?

How do you feel when you are not contented?

How do you feel when you are contented?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'He who is contented is rich'.

'Do not spoil what you have by desiring what you do not have.'

'Contentment is worth more than riches.' Greek Proverb

4. **STORY:** 'The Necklace'

5. **DISCUSSION:**

1. What kind of person was John?
2. In what way was Mary different from John?
3. Why was Mary depressed?
4. What did Lisa do to make Mary happy?

5. How did Mary feel when she wore the borrowed necklace?
6. Why didn't Mary's joy last too long?
7. How did John and Mary pay off the debt?
8. What would you have done in their place?
9. How did Mary react when she discovered that the necklace she had borrowed was a fake one?
10. Do you think that Mary would have had to go through this experience if she were contented with what she had?
11. What lesson do you learn from this story?

6. **ACTIVITY CHOICES:**

- a. Think of a word that is associated with each of the letters in C-O-N-T-E-N-T-M-E-N-T.

For example: C-calm

- b. Have two pupils act out the conversation which may have taken place between Lisa and Mary at the end of the story.

7. **SONG:** *'Cheerfully Sing'*

8. **FOLLOW-UP AND LIFE APPLICATION:**

The pupils are asked to observe themselves during the course of the week and evaluate themselves on the checklist provided on Page 82.

THE NECKLACE

John and Mary were a happily married couple. John had a job which provided them with enough money to take care of their basic needs. He was a contented man who was happy with what he had. Mary, on the other hand, was not only beautiful but also wanted more material comforts in life.

One day, John and Mary were invited to a Christmas party hosted by John's employer. The party was being held at one of the poshest hotels in St. Lucia. Mary had looked forward to this for a long time. But she knew that she could not boast the kind of finery that other women had.

Seeing Mary depressed, Lisa, her friend, asked her, "Mary, why don't you tell me what is bothering you?"

Mary shook her head, her beautiful eyes filled with tears, and said, "No Lisa, no one can help me. I do not have the fine jewels or fashionable clothing that other women wear. How can I go to this party?"

Lisa was fairly comfortable in life. After a few minutes of thought, she said, "Would you like to borrow my necklace?" Mary's eyes lighted up. She looked at Lisa with grateful eyes and said, "Will you let me? Oh! You are a true friend, indeed."

Mary arrived at the Christmas party wearing the borrowed necklace which shone and dazzled in all its brilliance. Everyone at the party admired her jewelry and complimented her on her beauty. Her joy knew no bounds, and she and John danced late into the night.

But, alas, her joy was not to last too long. When she returned home, she found that the necklace was missing. Ashamed to face her friend, both of them decided to buy a similar diamond necklace to replace the lost one.

Lisa was happy to receive her necklace back. John and Mary spent nearly ten years working hard to pay back the debt. One day Mary accidentally met Lisa. Lisa was shocked to see Mary, who looked twenty years older. She looked ill. Mary explained to Lisa how she and her husband had worked day and night to pay the debt on the necklace. No one can imagine Mary's shock when she found out that the necklace she had borrowed from Lisa was a fake one. Alas, Mary stood rooted to the ground, unable to utter a word.

LESSON:	9
VALUE:	Peace
SUB-VALUE:	Patience
AGE:	7-9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will recognize that patience is necessary for success.</i>

1. **SET INDUCTION:**

The teacher asks the pupils to think about any task that requires patience for its successful completion.

How did you feel while you were doing/engaged in the task?

How did you feel when you had completed the task?

Is it important to be patient? Give reasons for your answer/

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'He who has patience may accomplish anything'.

or

'Patience removes mountains'

4. **STORY:** 'A Star for Sarah'

5. **DISCUSSION:**

1. What kind of horse was Star? (Teacher elicits physical characteristics).

CHEERFULLY SING

German Round*

I D Em A7 D
Cheer - ful - ly sing a song, all through the day.

II D Em A7 D
Though things seem dark as night, smil - ing can make them light,

III D Em A7 D
Har - mo - ny turns us right, bright - ens the way.

*Sing in unison or as a 3-part round.

2. Why was Mr. Smith unable to appreciate Star's beauty?
3. Why is Star described as 'having a mind of his own'?
4. What did Sarah admire about Star?
5. Why couldn't the trainers succeed in training Star?
6. Why did Mr. Smith threaten to sell Star?
7. What was Mr. Smith's promise to Sarah?
8. What was the first step taken by Sarah in trying to tame Star?
9. How did Star react at this point?
10. Did Sarah lose patience? Would you have lost patience?
Give reasons for your answer.
11. How long was it after Star nibbled at the oats?
12. Why was Sarah successful in training Star?
13. What have you learnt from the story?

6. **ACTIVITY CHOICES:**

- a. (i) Show the pupils a picture of a beautiful horse and ask: 'What would be necessary for each of you to draw your own picture of Star?'
(Answers may include: patience, taking time, drawing carefully etc.)

(ii) On the chalkboard demonstrate how to draw a horse, encouraging pupils to follow step-by-step instructions. Emphasize that they are not to go beyond what is being presented at each step.
(iii) Discuss the results of having patience when they drew their horses.
- b. Write down two examples of kind actions which require patience.

7. **SONG:** 'Don't Give Up' (to the tune of 'Alouette' on page 108)

8. **FOLLOW-UP AND LIFE APPLICATION:**

During the course of the coming week, attempt a difficult task which requires much patience. Experiences will be shared with the class.

A STAR FOR SARAH

Star was a beautiful chestnut horse. When he ran, his mane and tail flowing in the breeze, he was breath-taking! Mr. Smith, his owner, however, couldn't appreciate his beauty because of his inability to tame Star. Star seemed to have a mind of his own and refused to allow anybody to ride him.

Several trainers that Mr. Smith had hired had failed in their attempts to train him as a riding horse. In fact, Star wouldn't even let them near enough to touch him. Mr. Smith was furious and decided this was one horse he could never break.

The little girl who lived next door loved to watch Star romp and prance, and enjoy his playful dance. Sarah had watched her daddy train many a horse, but she'd never seen one as spirited as this high-stepping steed! She laughed at the men who tried to tame Star, and he seemed to laugh with her. She could see that they were in too much of a hurry -trying to force Star to do things before he was ready. She wished she had the chance to work with him- she'd sure do things differently.

One day when Sarah went to see Star, Mr. Smith was shaking his fist at Star and saying, "You no good horse; no one can break you. I'm going to sell you!"

Sarah decided she had nothing to lose. "Mr. Smith," she boldly said, "I bet I could train Star."

Mr. Smith looked down at Sarah and laughed. "Oh, sure! I'll bet you can! I've had the best trainers in the state here and nobody has been able to even get near him." Mr. Smith went on jokingly, "Okay, little girl... if you can break him ... you can have him. I'm going to the Garrison in the morning to race some of my other horses."

Sarah was overjoyed. She knew it would take a long time, but she was sure she could do it. Each day Sarah would bring some oats and wait quietly for Star. At first Star ran and snorted and seemed to ignore her, but in a few days he began to come nearer and nearer, though he still wouldn't eat the oats. Sarah let Star take his time. Sometimes she would talk softly and gently to him, and sometimes she would just sit quietly on the fence holding the oats.

At last, after many weeks had passed, Star came and nibbled some of the oats. Soon he began looking forward to Sarah's visits, even greeting her at the fence. One day, as Star came to nibble his oats, Sarah reached out to touch his soft, velvety nose, and gradually they became friends. As time passed, he would stay even after he'd eaten his oats and let her pet him, scratch his ears, and run her fingers through his mane. One day, Sarah brought a halter, and was surprised to find that Star allowed her to slip it on him!

After several months had passed, Mr. Smith returned. As he drove up, there was Sarah riding Star! He couldn't believe his eyes, for Star had been one of the wildest horses he'd ever seen! He shook his head and rubbed his eyes to make sure he wasn't dreaming as he stepped out of the car and hurried over to greet Sarah.

‘Well, Sarah, if I hadn’t seen it with my own eyes I wouldn’t have believed it! He’s all yours. Now tell me, how on earth did you tame this wild horse?’

Sarah grinned and said, “Just a little patience, Mr. Smith; all it took was a little patience.”

Star grinned too.

LESSON:	10
VALUE:	Peace
SUB-VALUE:	Reflection
AGE:	9-11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware of the value of reflection.</i>

1. **SET INDUCTION:**

The teacher initiates discussion along the following lines:

Do you at times sit quietly and think about yourself/others/things/the past/the future?

Do you enjoy this? Give reasons for your answer.

Do you enjoy being alone at times? When? Why?

Do you feel that it is important to think/reflect?
Give reasons for your answer.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Reflection enlightens our understanding’./ ‘ Reflection brings understanding.’

4. **STORY:** ‘Reflection’

5. **DISCUSSION:**

1. Why were the two friends arguing?
2. Why was the argument/quarrel growing worse?

3. Describe the behaviour of the two men.
4. Would you have behaved like them?
5. What did the third friend do to prevent a fight?
6. What did he ask them to do?
7. Why were they unable to see their reflections in the water?
8. What advice did their friend give them?
9. What enabled them to see the stupidity of their quarrel?
10. Why were they unable to resolve the argument at first?
11. If you have a quarrel/disagreement with a friend, how would you feel?
Give reasons for your answer.
12. What lesson do you learn from their friend's advice?

6. **ACTIVITY CHOICES:**

- a. Have pupils act out the story.
- b. Draw a picture of the two friends at the end of the story.

7. **SONG:** 'Time to think'

8. **FOLLOW-UP AND LIFE APPLICATION:**

Practise sitting silently and thinking about/ reflecting on something which has been disturbing or puzzling you. See if you are any nearer to finding a solution to your problem or understanding it a bit more clearly.

Congratulations! You may have solved your problem.

REFLECTION

Two men, lifelong friends and companions, had a disagreement over a small matter. It was an argument in which, as often happens, neither of them would give way.

The argument became more and more involved; their tempers grew worse, their voices loud and angry, until, to prevent a fight, a third friend tried to interrupt them.

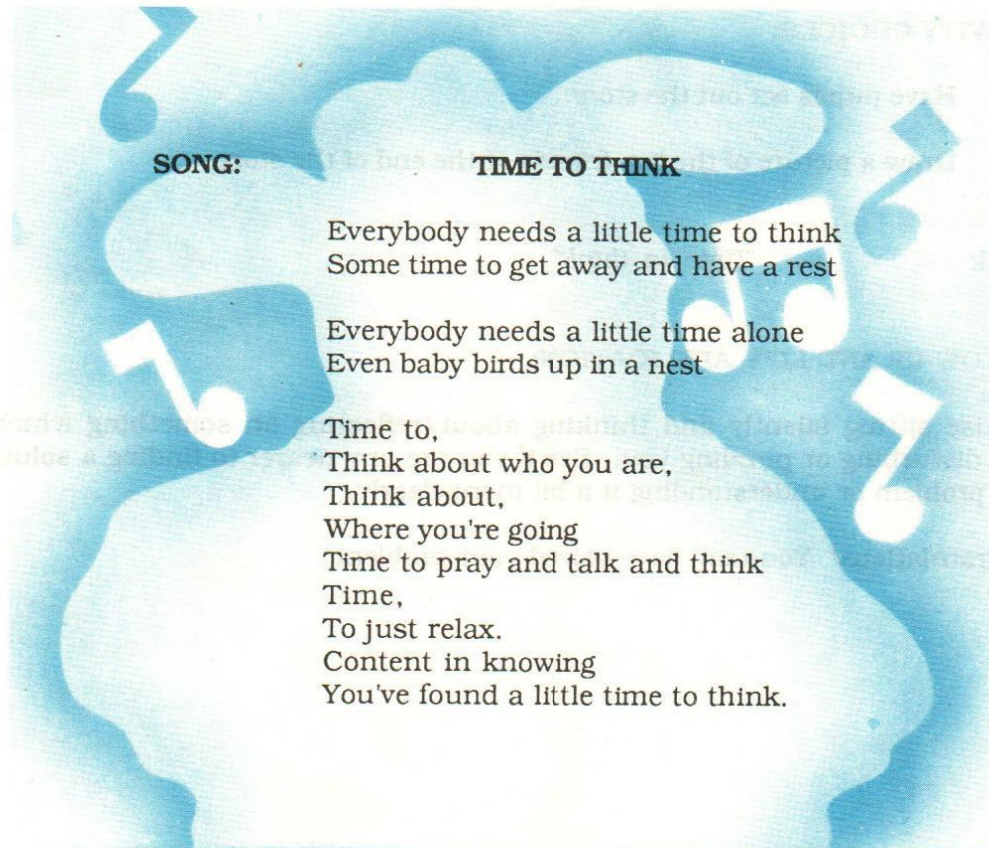
‘Come with me,’ he said, and took them to a small, still pool. There he told them to look at their reflections in the water.

Then he took a stick and stirred the water furiously, making it muddy, thick and turgid.

‘Can you see yourselves now? Of course you can’t, not in this mess. Go away for a while and let the water settle. Then, come back, and you will see your true faces again.’

So the angry pair parted. Each one began to think over the meaning of the lesson.

After a little time for calm reflection, they agreed on the stupidity of their quarrel, and each saw the other as his old, true friend again.



LESSON:	11
VALUE:	Love
SUB-VALUE:	Kindness
AGE:	5-7 years
TIME:	20 minutes
OBJECTIVE:	<i>Pupils will show kindness to others.</i>

1. **SET INDUCTION:**

The teacher shows pupils pictures of kind acts: alms-giving; someone helping a blind person cross the street; a child carrying his/her teacher's books.

What do the pictures show?

Are you kind to others?

How do you feel when you are kind to others?

How do you feel when others are kind to you?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Be kind in thought, word and deed'.

4. **STORY:** 'Kind-hearted Ruby'

5. **DISCUSSION:**

1. Where did Ruby live?
2. What did she sing about?

3. Where did she find shelter from the rain?
4. What did she say to the little boy?
5. Would you have invited the boy to share your little, dry corner?
6. What did he say to her?
7. Who else did Ruby call to shelter from the rain?
8. How did Ruby find space for them?
9. What kind of person is Ruby?
10. What do you learn from the story?
11. Give examples of kind acts you can do (i) at home (ii) at school (iii) on the play-field.

6. **ACTIVITY CHOICES:**

- a. Draw a picture of the three children and the dog sheltering from the rain.
- b. Draw a picture which shows a kind act.
- c. Write a short poem on 'Kindness'. You may begin like this:
Kindness is sharing
Kindness is giving...

7. **SONG:** 'Try a little kindness' (see page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of some of the kind thoughts you have; kind things you say; and kind deeds you do this week. These will be shared with the class.

KIND – HEARTED RUDY

Once upon a time in a village near Ituni in the Guyanese countryside, there lived a little girl whose name was Ruby.

She often played in front of the wooden house in which she lived; and sang songs to her dolls. The songs were full of the beauty she saw around her- the mountains and valleys, the rivers and forests and the glittering stars at night. She sang songs of heroes of the past and songs praising Nature which she loved so dearly. Her happy songs were full of light like the gleaming gem after which she was named.

One afternoon while Ruby was out walking, enjoying the beautiful scenery around her, it began to rain heavily. She felt worried because there was nowhere to shelter.

‘Dear me,’ she said to herself, ‘I will be soaked.’

Quickening her steps, she spotted an old, leaking hut. She dashed for shelter. Luckily for her, one corner was dry and she was able to sit comfortably on some dried grass and watch the rain splashing into the puddles. Just as she had settled down, she saw a little boy passing. He was soaked to the skin and shivering in the cold, pelting rain. She called out to him:

‘Hey you get out of the rain ... you will be sick ... come and shelter!’

As she said these words, she made room for him in her tiny corner.

‘Thank you thank you ... you are so kind,’ said the little boy to Rudy.

A few minutes later, a girl came by with her dog, and Ruby called to them:

‘Get out of the rain ... come and get some shelter!’

Ruby and the boy now had to stand to make room for the newcomers. The little girl was very thankful.

LESSON:	12
VALUE:	Love
SUB-VALUE:	Faithfulness/Loyalty
AGE:	7-9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will recognize that faithfulness/loyalty is a vital aspect of friendship.</i>

1. **SET INDUCTION:**

The teacher initiates discussion along the following lines:

Do you have a ‘best friend’?

What do you like/admire about him/her?

What quality/qualities do you look for/expect in a ‘best friend’?

Give an example of what it means to be loyal/true/faithful to a friend?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Hold a friend with both your hands’. (Nigerian Proverb)

or

“The only way to have a friend is to be one.”

4. **STORY:** ‘The Good King’

5. **DISCUSSION:**

1. What good deeds had the King done?
2. To where was he journeying?
3. Who were with him?
4. What creature/animal did they meet on the way?
5. What happened to the King's family as they journeyed/travelled?
6. What request did the King make of the God Indra?
7. How did Indra react/respond? How would you have reacted/responded?
8. Why did the King say, 'I will not leave him now?'
9. Would you have left the dog? Give reasons for your answer.
10. What was one of the rules by which the King lived? What does this tell you about him?
11. What happened when the King bent to pet his dog?
12. What did Indra finally say to the King?
If you were Indra, what would you have done/said?
Give a reason for your answer.
13. Do you admire the King? Give reasons for your answer.
14. Have you ever had to give up a friend/a pet/ a dog? Why?
How did you feel about it?
15. Is it important to be loyal to a friend? Give reasons for your answer.

6. **ACTIVITY CHOICES:**

- a. Draw a picture of the King's dog/your dog.
- b. Write a composition on 'My Best Friend'.
- c. Write five sentences, each of which tells of a quality you look for/expect in a friend. For example:
 - (i) A friend is a caring person
- d. Take the word 'Friend' and for each letter write a word/words which suggests/suggest 'friendliness'.

For example:

F	-	faithful
R	-	
I	-	
E	-	
N	-	
D	-	

7. **SONG:** 'Dear Friends'(see page 129)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Your parents or guardian are like the Good King. They are devoted to you and provide for you. Give some thought this week to how faithful you are to them. Do you show love to them only when they give you what you want? Do you get angry when they cannot fulfil your wishes? Try to be more loving this week. Find various ways to show your love and see what happens. These experiences will be shared with the class.

THE GOOD KING

In India there once lived a very good king. He had defeated many evils in his kingdom and had worked hard for his people.

“It is now the time,” he thought, “To leave this world and to climb to the Great Kingdom of Forever.” So he set off with his wife and four brothers.

Along the way they noticed that a dog began to follow them. They journeyed for months. Along the way, one by one, the Good King’s brothers and wife died. The King was all alone, except for the dog who kept at his side as they climbed the mountains.

At last they arrived at the Great Kingdom. The Good King was so very tired but he bowed before the Great God Indra who welcomed him.

As the King hesitated, Indra, knowing the sadness of the Good King, reassured him that upon entering the Great Kingdom he would see his lovely wife and brothers who had already arrived.

The Good King still did not move. He had one more request. “You see, Lord Indra, this dog has been at my side through my hard journey. He has been most loyal and devoted. My heart is full of love for him and I would like to enter with him.”

Indra became angry. “No, you cannot bring a dog into the Great Kingdom. You are welcome but not the dog. Leave him behind and enter into our wonderful heaven.”

The Good King could only say, “And where would he go? He has been willing to give up the world to be my friend. I will not leave him now.”

“Let him go!” shouted Indra. “He is not worth your trouble. Did you not leave your wife and brothers on the road. Leave him now.”

The Good King said, “Lord Indra, surely you must know that they have already died. I could not give them life again but while they lived I did not leave them.”

“Then you are willing to give up heaven for the sake of this dog?” asked Indra.

The Good King replied, “Great God, there are rules that I have always lived by. I have promised never to desert anyone who is frightened or who needs my protection or anyone who is too weak to protect himself and sends love. I now also vow to never leave my friend.”

The Good King bent to pet his dog, when to his amazement, the dog changed into the God of Justice.

And Indra said to him, “You are indeed a good man. You have shown faithfulness, love, and loyalty for all and we honor thee, Great King. Come and enter.”

Together the Good King with the God of Justice beside him entered the Great Kingdom of Forever.

LESSON: 13

VALUE: Love

SUB-VALUE: Generosity

AGE: 7-9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will become aware that they must give to others.*

1. **SET INDUCTION:**

The teacher shows the pupils pictures of: (a) a child giving (b) children sharing things (c) people smiling at one another (d) a father hugging his son.

What do you see in the pictures?

What is being shared?

Do you think you should give to others?

Do you like to give?

How do you feel when you give?

How do those to whom you give feel?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'A gift, with a kind heart, is a double present'.

or

'To give and then not feel that you have given is the very best of all ways of giving.'

4. **STORY:** 'Giving with Love'

5. **DISCUSSION:**

1. What did Rory's teacher tell the class?
2. What thought passed through Rory's mind as he went through his toys?
3. Which toy did Rory choose to take to his teacher?
4. What reason did Rory give for the toy he chose?
5. Would you have chosen a broken toy to take for the poor?
Give reasons for your answers.
6. Why was Rory nervous as the children started bringing up their toys to the teacher?
7. What did Rory's friend, Jimmy, bring?
8. Would you have done as Jimmy or as Rory did?
Give reasons for your answer.
9. Why was Rory ashamed?
10. What did he realise?
11. What did he do as a result?
12. Have you ever behaved like Rory? Tell us about it.

6. **ACTIVITY CHOICES:**

- a. Give some examples of how you can show that you care about someone without giving something which you have to buy.
- b. Draw a picture which shows "Giving".
- c. Write a few sentences about an occasion when you gave something which you loved dearly to someone.

7. **SONG:** 'Pass it On'(See page 98)

8. **FOLLOW-UP AND LIFE APPLICATION:**

- a. Give something which you treasure very dearly to another person. It could be a book, a game, a toy or a picture.
- b. Make an extra effort this week to give thanks, care, love and kindness.

GIVING WITH LOVE

Rory had been listening to the teacher as she was talking about doing service for poor children. As it was soon approaching Christmas, the teacher suggested that they might want to have a toy collection as a project.

Rory decided that he would be kind, too, and bring in a toy for the poor children's collection. One by one, he went through his toys that afternoon. There was his favorite game and he thought, "I cannot give this away, I play with it all the time and I really love it." One by one, Rory felt that he couldn't part with the things he loved. Finally, he came upon an old, broken down truck that he had had for many years. "Oh, I'll bring this in," he thought. "Those poor children don't have anything, so I'm sure they'll be pleased with this. After all, it may be old, but it still works."

So, very pleased with himself, Rory set out for school the very next day. In a bag was his old truck, ready to be given to the teacher. On his way to school, he met Jimmy, and Rory was quick to tell him that he had looked through his toys and was bringing one to school for the poor children. Jimmy listened and quietly said, "I have something, too."

After some lessons had been taught, the teacher said, "Has anyone brought in a toy for our Christmas collection?"

Many hands went up, among them Rory's. The teacher called up the children, one at a time. She showed the class each of the toys as they were given. Rory began to get nervous. "Every toy looks almost brand new," he thought.

By the time Jimmy got up and showed the class a beautiful shiny fire truck, saying that he had recently gotten it as a gift but felt that it was his way of sharing, Rory was really feeling ashamed.

Then Rory could hear the teacher saying, "Rory, you had your hand up. Would you like to bring up your gift now?"

Rory, turning red, began to stutter, "I ..uh, I thought I had it, but I must have left it home. I'll bring it in tomorrow."

That afternoon, at home, Rory gave a lot of thought to what had happened in school. He realized that the pleasure of giving, the real part of sharing, was to give something you loved so that others could enjoy it, too. So, gently and lovingly, after asking permission from his parents, Rory took his favorite game, wrapped it in lovely paper with a cute Santa Claus on top ready to bring it to school the next day.

Rory fell asleep that night with a sweet smile upon his face.

LESSON:	14
VALUE:	Love
SUB-VALUE:	Thoughtfulness/Caring
AGE:	9-11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware of what 'thoughtfulness' means.</i>

1. **SET INDUCTION:**

The teacher elicits responses as to the meaning of 'thoughtfulness.' Pupils are invited to give examples of actions which show 'thoughtfulness.'

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Think of others, not only of yourself'.

4. **STORY:** 'The Red Airplane'

5. **DISCUSSION:**

1. To what kind of family did Jeremy belong? Give reasons for your answer.
2. How was Philip's family different from Jeremy's?
3. What did Jeremy think of Philip's home?
4. What attracted the boys' attention on their way to school?
5. What did Jeremy think of the airplane?
6. Why wasn't Philip interested in the airplane?

7. Why couldn't Philip go with Jeremy to buy the airplane?
8. Why was Jeremy sad?
9. What did he decide to do?
10. Why do you think he brought the airplane for Phillip?
11. Would you have kept the airplane for yourself or given it to Philip?
Give reasons for your answer
12. What does Jeremy's action tell us about him?

6. **ACTIVITY CHOICES:**

- a. Draw and colour a picture of the airplane.
- b. Act out the conversation between Jeremy and Philip from the point where they spot the airplane to where Jeremy asks the storekeeper to keep it for him.
- c. Make a list of the ways in which you can show 'thoughtfulness.'

7. **SONG:** 'Try a little Kindness(See page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Show how thoughtful you are by doing something for someone. For example, help your teacher carry her books.

THE RED AIRPLANE

The bright sunlight streamed through Jeremy's bedroom window and across his cozy bed. Tentatively, he opened one eye and then the other and pushed back the covers. He gazed sleepily at the familiar furnishings; the bookcase full of books, the cupboard filled with toys, the wall covered with his collection of toy airplanes. Over in one corner stood a brightly painted horse, once loved but looking lonely now because Jeremy no longer played on it. He was ten years old now and rode a ten-speed bicycle instead.

"Jeremy, time to get up," his mother called from the stairway. "Breakfast is almost ready."

"Coming." answered Jeremy as he scrambled out of bed.

After a hearty breakfast he dressed hurriedly, gave his mother a quick kiss and started out of the door.

"Wait, let me see how you look – you'll do," she said as she smoothed down his curly hair. "Better take your new blue jacket. It's rainy. And ride carefully."

As he rode down the pleasant street in front of his house, toward Philip's home, the houses became smaller-even dingy. They lacked paint and the yards and fences looked as if their owners were much too busy trying to earn a living to pay attention to appearances.

Jeremy stopped in front of a small, neat cottage and beeped his bicycle horn. A dark-haired, brown eyed boy with a merry smile bounded out of the door and hopped on the back of Jeremy's bike. His clothes contrasted sharply with Jeremy's. They were faded and well-worn although clean and neat. The two boys had been good friends ever since they started school. Philip was somewhat in awe of Jeremy's affluence. However, to Jeremy, the warmth and friendliness of Philip's home made up for any lack of luxury.

The route to school took them past a toy store. As they approached, a bright, red object in the window attracted their attention and they dismounted to take a better look.

"Wow, Philip! Look at that neat airplane!" said Jeremy, excitedly. "That would be great in my collection."

"Sure is nice," said Philip, wistfully. His eyes were shining. "Must cost a lot."

"Let's go in and see how much it is," said Jeremy.

"What for?" asked Philip. "We can't buy it anyway."

"I can," said Jeremy, confidently. "I've got a lot of money in my bank."

The storekeeper took the airplane out of the window and let the boys hold it. It seemed even more wonderful, close up.

“Twenty dollars is the price.”

“Don’t sell it, please, sir,” said Jeremy. “I’ll bring my money tomorrow.”

They climbed on the bike and proceeded to school.

“Twenty dollars!” exclaimed Philip, “I’d never get that much money. But then, I don’t really need a toy airplane. There’d be better uses for the money even if I had it,” he sighed wistfully.

The next morning Jeremy hurried to pick up Philip. He pictured in his mind how they would stop on the way home from school and buy the shiny, red airplane. Philip met him at the door. “I can’t go to school today. My mom’s sick and she needs me to help her.”

Jeremy was dejected. He’d miss Philip all day and it would have been more fun to go together to get the airplane. The vision of the beautiful toy lurked behind all of his lessons, and the memory of Philip’s wistful look. Suddenly, Jeremy came to a decision. “I have so many airplanes... I don’t really need another one.... What fun it would be to buy it for Philip.” And that’s just what he did...

“Wrap it up as a gift,” he told the storekeeper, gleefully.

When Philip opened the package it was hard to tell which boy was happier ... the one who received or the one who gave.

LESSON:	15
VALUE:	Love
SUB-VALUE:	Tolerance
AGE:	11 years and over
TIME:	40 minutes
OBJECTIVE:	<i>Pupils will recognize that it is important to withhold judgement regarding others.</i>

1. **SET INDUCTION:**

The teacher initiates the following discussion:

Have you ever been ‘called a name?’ How did you feel about it? Pupils are encouraged to share experiences briefly.

Have you ever called ‘someone a name?’ How do you think he/she felt? Did you give any thought to how he/she may have felt?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘Kindness it is that brings forth kindness always’.

or

‘A word of kindness is better than a fat pie.’ (Russian proverb)

4. **STORY:** ‘Try to be nice’

5. **DISCUSSION:**

1. How did Stacy behave towards Joanna?

2. What name did Stacy call Joanna?
3. How did Joanna react at first to being called names?
4. If you were Joanna, what would you have done?
5. Why do you think calling Stacy names did not work?
6. What advice did Joanna's mother give her?
7. How did Stacy react to Joanna's comment about how neatly dressed she was?
8. If you were Stacy, what would you have done/said?
9. How did Stacy react to Joanna's remark about her ribbons?
10. How do you think Stacy felt?
11. Why do you think Stacy did not annoy Joanna anymore?
12. What lesson do you learn from this story?

6. **ACTIVITY CHOICES:**

- a. What do you think is meant by the expression, 'You cannot judge a book by its cover?'
Write about an experience which made you come to understand this.
- b.
 - (i) Choose a person in your class whom you do not know really well.
 - (ii) Prepare a list of questions you might ask each other in order to get to know each other better.
 - (iii) Before you ask your partner the question, write down how you think your partner might respond.
 - (iv) Now take turn asking the questions.
 - (v) Compare the answers you wrote at the beginning with the real answers.
What have you learnt from this?

7. **SONG:** 'Dear Friends'(Page 129)

8. **FOLLOW-UP AND LIFE APPLICATION:**

How well do you know your best friend? Look over your list of questions and think

of the answers he/she might give you. Sit down with your friend and ask him/ her the questions. Were you on target? Do you really know your friend? Do you feel that your friend knows you? Perhaps you can work together at getting to know each other better. You will share with the class the ways which you found helpful.

TRY TO BE NICE

Joanna is a girl who lives in St. Vincent. She was eight years old when this happened to her.

One of the girls in her school who was in a class higher than Joanna kept bullying her and trying to be mean to her. Stacy, the ‘bully’, as she was called, would call Joanna names like ‘four eyes’ since Joanna wore spectacles. So, Joanna decided to start calling Stacy names, too. But do you know what? It didn’t help at all. Stacy got worse, in fact. Then Joanna decided to try ignoring Stacy and to walk away from her, if possible. But even this did not work well. What was poor Joanna to do?

One evening after school, Joanna decided to have a chat about it with her mother. She told her the whole story and asked her mother’s help. Her mother thought for quite a while as she tried to remember exactly who Stacy was. She suddenly recalled that Stacy was this rather over-weight, physically forceful girl whom most of the other girls described as ‘not at all nice looking.’ Thinking of this, Joanna’s mother said,

‘Do you know, Joanna, that some people call others names because they are not happy with themselves. Why don’t you try something different? Why don’t you try to give her love?’

Joanna looked at her mother with disbelief:

‘Mom, she’d laugh at me. How can I tell her I love her, especially when I don’t?’

Her mother said, ‘Well, Joanna, I don’t mean that you should say those words, but you can try to think them. Why don’t you look at her tomorrow and find something nice about her and tell her about it?’

Joanna again said, ‘She’ll think I’m crazy, she won’t even believe me.’

‘Listen ... you’ve tried everything else and nothing worked, why not try this and see what happens?’ Mom said.

The next morning, Stacy again started on Joanna. Joanna, remembering her mother’s words, looked at Stacy and saw how neatly dressed she was that morning.

Joanna said, ‘You look very neat and pretty today, Stacy’. Stacy looked at Joanna in strange way and then made some nasty comment.

Joanna again said, ‘Your ribbons are real pretty,’ Stacy.

Stacy was about to say something but closed her mouth. She sat quietly and did not annoy Joanna again.

LESSON:	16
VALUE:	Non-Violence
SUB-VALUE:	Kindness to Animals
AGE:	7 - 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will be kind to animals.</i>

1. **SET INDUCTION:**

The teacher initiates the following discussion:

Have you ever set a trap to catch an animal/bird?

Pupils are encouraged to share their experiences briefly.

How did you feel when you caught the animal/bird?

How do you think a trapped/ensnared animal/bird feels?

Do you think that you should set traps for birds/animals?

Give reasons for your answer.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Be kind to all creatures both big and small.'

4. **POEM:** 'The Snare' – James Stephens

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What is the poet hearing?
2. What animal is caught in a snare?
3. What is a 'snare'?
4. Why does the poet say, 'Crying on the frightened air / Making everything afraid?'
5. How do you feel as you read the poem? Give reasons for your answer.
6. Why do you think the rabbit is 'wrinkling up his little face'?
7. How do you think the poet feels when he hears the rabbit's cries?
Give reasons for your answer.
8. What do the words, 'Little one! / I am searching everywhere!' tell us about the poet's feelings for the rabbit?
9. How do you think we should treat animals? Give reasons for your answer.

6. **ACTIVITY CHOICES:**

- a. Draw a picture of your pet or any animal that you like.
- b. Make a list of the ways in which animals are of benefit/use to man.
- c. Imagine that the rabbit has been rescued from the snare. Write a paragraph on how you would care for it.

7. **SONG:** 'Gently laughs the donkey'(Page 124)

Poem – 'Kindness to Animals' (page 301)

8. **FOLLOW-UP AND LIFE APPLICATION:**

During the course of this week practise being kind to all animals which come your way.

THE SNARE – *James Stephens*

I hear a sudden cry of pain!
There is a rabbit in a snare:
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where
He is calling out for aid!
Crying on the frightened air,
Making everything afraid!

Making everything afraid!
Wrinkling up his little face!
As he cries again for aid;
And I cannot find the place!

And I cannot find the place
Where his paw is in the snare!
Little one! Oh, Little One!
I am searching everywhere!

POEM:

KINDNESS TO ANIMALS – *Anon*

Little children, never give
Pain to the things that feel and live;
Let the gentle robin come
For the crumbs you save at home;
As his meat you throw along
He'll repay you with a song.
Never hurt the timid hare
Peeping from her green grass lair,
Let her come and sport and play
On the lawn at close of day.
The little lark goes soaring high
To the bright windows of the sky.
Singing as if 'twere always Spring,
And fluttering on an untired wing-
Oh! let him sing his happy song,
Nor do these gentle creatures wrong.

LESSON: 17

VALUE: Non-Violence

SUB-VALUE: Service to others

AGE: 9-11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will become aware of the need to serve/help others.*

1. **SET INDUCTION:**

The teacher writes the word 'Service' on the chalkboard.

What does it mean? Pupils are invited to tell of instances when they engaged in acts of service.

Is it necessary to serve? Give reasons for your answer.

How do you feel when you serve?

How do those whom you serve feel?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

*'The noblest service comes from nameless hands,
And the best servant does his work unseen.'*

'Love all, serve all.'

4. **BIOGRAPHY:** 'Philip Irving Boyd'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What did Boyd enjoy most as a boy?
2. What was his first ambition/dream?
3. As the eldest son, what did he see as his duty?
4. What does this suggest about him?
5. What did his parents teach him which probably helped to instill in him the need to serve others?
6. Do you think this was a good thing? Give reasons for your answer.
7. Why did Boyd return to Dominica after he became a doctor?
10. What did he do in St. Kitts to ensure that health services be taken closer to the people?
11. Boyd did not serve only his homeland. Where else did he serve?
12. What positions gave him the opportunity to more widely serve West Indian people?
13. What single quality stands out in Boyd?

6. **ACTIVITY CHOICES:**

- a. Make a list of the ways in which you can serve in your neighbourhood.
- b. Make a list of the service organisations which exist in your country.

7. **SONG:** 'Serving is Caring'(Page 215)

8. **FOLLOW-UP AND LIFE APPLICATION:**

During the course of the coming week, practise serving others (i) at home (ii) at school and (iii) in your neighbourhood. Make a note of acts of service rendered.

PHILIP IRVING BOYD

Philip Irving Boyd was born in Dominica on 13th December 1912. He was the eldest of a family of nine children – six boys and three girls. The family were devout Catholics, and the children were happy and well - disciplined.

He was a studious boy, and enjoyed nothing better than reading quietly in his attic room, which he called his den. Here, while the rest of the family were about their affairs, he would lie on his bed and dream of the future. His days at the Grammar School were coming to an end. If he won a scholarship he would become a doctor. But if he failed to gain a scholarship? He decided that he would probably become a teacher, or possibly join the Civil Service like his father.

Whatever happened one thing was clear. He would have to help his brothers and sisters. As the eldest son this was his duty, and his parents had taught all the children from an early age to be mindful of the needs of others. Thus it was that Philip learned to care for his books and his school uniform, for he knew they would be needed by his brothers coming after him.

His future was decided when he was sixteen, for he won the island scholarship and went to England to study. He entered University College Hospital in London, and here he qualified as a doctor. He achieved the distinction of winning the Gold Medal, awarded to the best student in the examination for the doctor's degree.

After graduating he lived in England for three years and then, following the tradition of his family, he returned to Dominica and the West Indies to work and to help his younger brothers and sisters. His father had since died and for years he bore some of the responsibilities of supporting the family. How well he succeeded is demonstrated by the fact that three of his brothers are now doctors, and another is a dentist, and two of his sisters are qualified nurses.

With the family well able to care for themselves, Philip Boyd left Dominica and took up the post of District Medical Officer in Nevis, Monsterrat and Antigua. He established a reputation as a good doctor, but his greatest interest was in community health work. He frequently gave talks in the country villages on various aspects of health. He saw health as a broad subject that included children learning at school and at home all about the health problems of their community and what they should do about these problems.

The turning point in his life came in 1943 when he was selected for a course of study at the John Hopkins School of Hygiene in the United States and obtained the degree of Master of Public Health.

Back in the West Indies he was appointed Chief Medical Officer in St. Kitts, and there proved himself to be a good medical administrator. He established a sound health service in the island and persuaded the Government to build a network of health centres and other health facilities, so that special care could be given to mothers and children as well as to sick people and so that education and other health services could be taken closer to the people.

From St. Kitts he went to Trinidad as health specialist in County Caroni. In those days there was much hookworm disease, and he began at once the sanitary and other measures that were needed for the final eradication of this disease.

His next moves were to Guyana and to Jamaica, where he served successively in the appointments of Deputy Chief Medical Officer.

After working in so many parts of the West Indies – the Leeward and Windward Islands, Trinidad, Guyana and Jamaica – no one knew better than Dr. Boyd the health problems affecting this part of the world. Consequently, there could be no one better equipped to fill the post he next occupied, that of Representative of the World Health Organisation in the Eastern Caribbean. WHO is the technical agency of the United Nations that looks after health affecting all the countries of the world. His subsequent service at the Washington office of this organization took Dr. Boyd to all parts of the West Indies and Latin America in the work which helps people to enjoy the highest level of physical, mental and social well-being.

At the end of 1971 Dr. Boyd was appointed to the post of Secretary of the Caribbean Health Ministers Conference and Chief of the Health Section of the Commonwealth Caribbean Regional Secretariat. This gave him the opportunity of promoting co-operation in health among all the governments and people of the West Indies.

LESSON: 18

VALUE: Non-Violence

SUB-VALUE: Social Justice

AGE: 9-11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will become aware of some of the factors which contribute to a just society.*

1. **SET INDUCTION:**

The teacher shows the pupils a picture of Sir Grantley Adams.

Who is the person in the picture?

What do you know about him?

What has he done for Barbados?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

'Keep alive the light of justice.'

'Be honest and fair in all that you do.'

4. **BIOGRAPHY:** 'Sir Grantley Adams'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What were living conditions like in Barbados at the time of Adams' birth?
2. What is meant by 'There were great differences between the rich estate owners and the poor peasants who worked on these estates?'

3. Why did many people leave to look for work in other countries?
4. What early interest helped to prepare Adams for his fight against injustice later on?
5. What mood were his countrymen in when he returned from studying?
6. As a Member of the Barbados House of Assembly, what did Adams fight for?
7. What were some of the obstacles /difficulties he faced as a fighter?
Why did he not give up?
8. What improvements did he succeed in making?
9. Of these improvements, which was likely to be of most benefit to ‘workers’?
10. Who was the first Prime Minister of the West Indian Federation?
11. Which quality/qualities do you admire most in Grantley Adams? Give reasons for your answer.

6. **ACTIVITY CHOICES:**

- a. Suggest two ways in which health services or education could be improved in your country.
- b. Choose the correct word from the left to fill the blank in each sentence:
 injustice (i) Grantley Adams grew up to be a for his people.

 humiliation (ii) There was an awakening of the people to the under which they lived
 freedom fighter (iii) Grantley Adams faced the ruling class, a lone fighter, demanding for workers.
 better conditions (iv) Adams knew many moments of and criticism.
- c. Have two children act out a conversation between young Adams and his father on the condition of the poor peasants who worked on the sugar estates when Adams was a boy.

7. **SONG:** ‘From You I Receive, To You I Give’

8. **FOLLOW-UP AND LIFE APPLICATION:**

- a. Play by the rules at all times; be a good sport.
- b. Stand-up for someone you see being treated unfairly – you can make a difference!
- c. Include others in games and activities. Don’t leave anyone out.

GRANTLEY ADAMS

Fitzherbert Adams opened the door of his small house on Government Hill, Barbados, and walked down to St. Giles School where he was Headmaster. He had left his wife Rosa at the bedside of their son, Grantley, who was seriously ill with typhoid fever. The young boy was ten years old and the fever which raged through his body had affected his speech. His very life hung in the balance.

The family prayed that he might live and their prayers were answered. Once the fever left him, Grantley recovered quickly and was soon back at his desk in St. Giles, the school to which he was to bring fame as a man. For Grantley Adams grew up to be one of Barbados' most famous sons, a freedom fighter for his people and the first Prime Minister of the Federated West Indies.

When Grantley Adams was born on 28 April 1898, Barbados was ruled by Britain. Sugar cane was the main crop of the island and most people earned their living growing it. But there were great differences between the rich estate owners and the poor peasants who worked on these estates. Added to this there was a very long drought and the sugar cane was plagued by diseases. As a result, harvests were poor. Tired of the difficulties of their lives many Barbadians left to look for work in other countries.

In the year that Grantley Adams was born a terrible hurricane struck Barbados, killing 85 people and leaving many injured and homeless. The poor suffered the most, but Grantley's family was not much better off. His father was a school teacher but his salary was small and there were seven children in the family. After school Mr. Adams gave private lessons to earn extra money. As the children grew he had to move to a larger house which he named 'Bingen', and it was here that Grantley Adams lived from the age of twelve. The family raised chickens and planted vegetables to help feed themselves.

Adams' childhood was a happy one with a devoted mother and an intelligent father who was a strict disciplinarian. The father was also a devout churchman, a great reader with a fine library of books, and was keenly interested in music and cricket. It was against such a cultured background that Adams grew up, and from his earliest days he was encouraged to take an interest in the events of the time. His questioning mind came into play early in his teens when he would often engage his father in many arguments.

Under his father's guidance Adams won an exhibition from St. Giles to Harrison College, from where he once brought home a report which read 'He works hard but talks too much in class'. The report surprised no one, for Adams was a great talker and loved debates. However, at Harrison College he settled down to his studies because in those days a poor boy's only hope of university education was an island scholarship.

At all times Adams received great encouragement and guidance from his father and thus it was that in 1918 he won the Barbados Island Scholarship. Sadly, his father never knew of this success, for Fitzherbert Adams died only a few months before the scholarship result was known.

Adams entered St. Catherine's College, Oxford at the age of twenty-one. He was a handsome young man, tall and slim with broad shoulders. Life at Oxford afforded him full scope for development. He joined the St. Catherine's Society; he delighted in the great library; he played cricket and joined the Liberal Party whose policies were to influence his thinking for many years. He stayed at Oxford for four years, the first two spent in reading Classics. Later he studied law and was eventually called to the Bar at Gray's Inn.

He returned to Barbados in 1925 and took a job writing for an agricultural paper. Conditions had not improved much in that island but now there was an awakening of the people to the injustices under which they lived. It was a mood that was beginning to affect the whole West Indies, and everywhere workers were growing more and more discontented. Already there was a protesting group in Barbados called the Democratic League which published a newspaper, *The Herald*. This was edited by Clennel Wickham, a very strong Socialist.

The Liberal ideas which Adams expressed in the agricultural paper soon led to a clash with Wickham, and eventually the antagonism between the two men was aired in court when Adams successfully appeared as the counsel for the plaintiff in a libel case against Wickham. Later, Adams again came into the public eye when he figured in a newspaper debate in the *Barbados Advocate* with a noted Jesuit priest, Father Besant. The subject of the debate was divorce, and for weeks the two men fought a battle with their pens.

Eventually Adams turned to direct politics and in 1934 won the seat representing the parish of St. Joseph in the Barbados House of Assembly. He was a member of the House from that time until 1958, when he became the first Prime Minister of the West Indies.

When the Federation was dissolved in 1962 Adams returned to Barbados and it was generally thought he was finished with Politics. But in 1966 he again returned to the political arena as Leader of the Barbados Labour Party. Finally, he retired in October 1970 at the age of 72.

The public life of Grantley Adams spanned four decades. During this time he knew many moments of disappointment and difficulty and defeat of his reform measures. In 1934 when he was first elected to the Barbados House of Assembly he faced the ruling class, a lone fighter, demanding better conditions for workers and warning the Government about the tide of discontentment that would come. He was to know disunity in the ranks of his own party and defeat at the polls.

But in his time the voting qualifications were lowered so that Barbadians could elect a truly representative government. Great improvements came about in housing, education, health, wages and employment. Workers' Trade Unions were organized for the first time.

Adams also knew many moments of humiliation and criticism. In 1937, when workers were rising up against deplorable conditions, he went to England to plead their case. It took him days to see the Secretary of State and even when they did meet, his pleas fell on deaf ears. Twenty-one years later he was to know even greater humiliation. The West Indies Federation was dissolved and, though Prime Minister, he was excluded from all discussions and decisions that preceded this momentous decision.

Thus it was at the age of 64 in 1962, Adams returned to Barbados to try to start all over again.

But there was to be no triumphant come-back. His party, the Barbados Labour Party, was twice defeated by the Democratic League Party under Errol Barrow who led Barbados into Independence in 1966.

Grantley Adams died in Barbados in 1971. Their only child Tom Adams, also served as Prime Minister of Barbados.

LESSON:	19
VALUE:	Non-Violence
SUB-VALUE:	Co-operation
AGE:	11 years and over
TIME:	40minutes
OBJECTIVE:	<i>Pupils will become aware of the importance of co-operation.</i>

1. **SET INDUCTION:**

The teacher initiates the following discussion?

Do you help in your family?

What do you do? What more could you do?

How do those whom you help feel? How do you feel when you help?

If you do not help, how do you think your parents feel?

Is it important to co-operate? Give reasons for your answer.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘With men of one mind even the sea might be dried up’ (Bengali Proverb)
‘We cannot accomplish all that we need to do without working together.’
‘Alone we can do little; together we can do so much.’

4. **STORY:** ‘Contest of the Three Lands’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What were the Lands of Sunrise, Sunset and the South Land arguing about?

2. Why did the Land of Sunrise say that the Sun loved her best?
3. How did the Sun react to the quarrel?
4. What did the Sun ask the three Lands to do?
5. What did the Land of Sunrise work on?
6. What do you think Sunrise means when she says, ‘In my heart I am not separate from the sun?’
7. What did the Land of Sunset produce?
8. What do you think would make a ‘perfect society?’
9. What did the South Land produce?
10. Who was the winner?
11. Whom would you have chosen as the winner? Give reasons for your answer.
12. Why do you think the Sun judged the contest to be a tie?
13. Why does the story tell us that “one finger alone cannot plant a garden, but the ten fingers of the hands working together in co-operation and harmony can”?

6. **ACTIVITY CHOICES:**

- a. Compose slogans on ‘Co-operation’. For example: ‘Co-operation brings success.’
- b. Discuss ‘working together’ and how it can alter/change a family, school or nation.
- c. Find words to describe behaviours you practise when you cooperate:

C -----collaborate

O -----

O -----

P -----

E -----

R-----

A -----

T ----

I -----

O ----

N-----

7. **SONG:** 'Beautiful Day'

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a special effort to practise co-operation in your family and at school.
Make a note of what you do.

CONTEST OF THE THREE LANDS

Once upon a time the Land of Sunrise boasted to her companions, the Land of Sunset and the South Land:

‘I’m finer than you ... I’m the most loved one of the Sun who always visits me first thing every day’.

The Land of Sunset disagreed:

‘No, I’m finer than you, I’m the most loved of the Sun for he lingers with me longest, at the end of each day.’

The South Land laughed and argued:

‘No, I’m finer... the most loved ... the Sun smiles on me most warmly and that’s a fact.’

The Sun heard this quarrel and laughed:

‘Why are you arguing? Better to show me, lovely countries, what you do ... and whoever creates the loveliest is my first, my choice.’

The Sunrise chose to work on exploring inner life, discovering eternal light in the depths.

‘I am the loved one, for in my heart I am not separate from the Sun!’

The Sunset Land used the power of the Sun to work on her portion of earth, and to build a great city, a perfect society.

‘I am the beloved, the Sun leads me to just order!’ The South Land smiled, glowing with the sun, and he ripened in unifying pure love, and goodness for all.

‘Surely, I must be the most beloved,’ said the South Land, ‘I reap goodness for all!’

When it became time to judge who had won, the Sun declared it was a three-way tie:

‘Each of you is right, and all together you are one in truth-exploring within; building an ideal city; fulfilling human destiny with love. Wisdom and love expressed in good works.... this is my idea of success in life. My dear lands, working together you’ll always share in the Sun’s smiles.’

Each part of earth has its talents and personality, striving towards fulfilment. We depend on each other, learn from each other and help each other in life. One finger alone cannot plant a garden, but the ten fingers of hands working together in co-operation and harmony can.



SONG:

BEAUTIFUL DAY

A beautiful day
The sun is shinin' thru
Clouds don't worry me
Let's come together
You and me,
And live in harmony.

Let your light shine,
That's the only way,
To live in harmony.
Let's come together
You and me,
What a beautiful day.

Let's come together
You and me,
What a beautiful day.
Let's come together
You and me,
And live in harmony.
Let's come together
You and me,
What a beautiful day.

LESSON:	20
VALUE:	Non-Violence
SUB-VALUE:	Equality
AGE:	11 years and over
TIME:	40 minutes
OBJECTIVE:	<i>Pupils will recognize that people of all races should be treated equally.</i>

1. **SET INDUCTION:**

The teacher initiates discussion along the following lines:

Sometimes we are treated differently because of factors like race, religion, age, class, or a handicap.

We have no control over most of these factors.

Give examples of instances when you/some other person were/was treated differently because of any of the factors mentioned.

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

‘All men are brothers’

4. **BIOGRAPHY:** ‘Samuel Jackson Prescod’

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What is meant by ‘People of colour were bought and sold just as animals are today’ under the slave system?

2. What are some of the things which coloured people were not allowed to do?
3. How did Prescod feel about the treatment of coloured people?
4. Why was he ordered out of the House of Assembly?
5. Why was his promise of returning to the House of Assembly considered 'a fool's dream'?
6. What was Prescod's dream/goal?
7. How did he set about the task of improving himself?
8. Why didn't Prescod want freed slaves to continue working for their ex-masters?
9. Why was it a proud day for both Prescod and 'all Barbadians of African descent' when he became a member of the House of Assembly?
10. How did Prescod help his people as editor of 'The Liberal' paper?
11. Why is Prescod known as the 'Father of Franchise and Reform in Barbados'?
12. How has he been honoured in his country?
13. What qualities made Prescod a champion of equality?
14. How does a country in which there is racial inequality suffer?
15. Should you treat someone unfairly because he/she is of a different race, religion, sex or age group?
Give reasons for your answer.
16. In what ways can you treat others equally (a) at home (b) at school?

6. **ACTIVITY CHOICES:**

- a. Imagine that you are a coloured person living in the time of Samuel Jackman Prescod. Make a list of situations in which you are treated unfairly.
- b. Write about an occasion when you thought that you were treated unfairly because of your colour, religion or sex.

7. **SONG:** 'Some People Eat With a Fork, Knife, and Spoon' (see page 174)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Practise being fair to someone who has been unfair to you.

These experiences will be shared with the class.

SAMUEL JACKMAN PRESCOD

Every nation has its heroes. For some of them statues of bronze or stone are made; for others there are forgotten graves in neglected spots in graveyards; and there are those who live on in our memories.

Samuel Jackman Prescod is one of those who live on in our memories, and in 1971 Barbadians paid tribute to him by celebrating the centenary of his death.

Barbados, like other colonies in the early nineteenth century, still had the slave system. This meant that people of colour were bought and sold just as animals are today.

These slaves had to carry out the wishes of their owners without question. Some slave owners were kind, but others were so cruel that sometimes they had their slaves whipped to death for some petty offence.

Occasionally slaves were freed by their masters; and, whenever possible, free slaves bought the freedom of those whom they loved. Most free slaves were mulattoes, so called because they were the children of white and black parents.

It was into this type of society that Samuel Jackman Prescod was born. His mother, Lydia Smith, was a free mulatto. She named her son "Prescod" after William Prescod, a wealthy landowner who is said to have been his father, and "Samuel Jackman" after a well-known planter and Justice of the Peace.

Prescod was born with a proud spirit, and it must have been painful for him to see his mother and other free coloured people insulted over and over again.

They were not allowed to walk on the pavements of the streets; they could not go to court and give evidence against any white person, no matter what injustice was done to them. They were considered little above animals.

Prescod must have watched too, with agony, the conditions under which the negro slaves existed. As he grew up he promised himself that he would one day help to make things easier for them.

He was brought up in the Christian faith and attended service at St. Michael's Church in Bridgetown. When Prescod and his mother went to church they were only allowed to sit in the galleries of the church with other coloured people. Only whites were allowed in the main part of the church. Slaves could not attend church at all.

This was hard for young Prescod to understand, for did not everyone in the Church serve the same God? Nevertheless, he felt that one day his people would sit with the white people.

Prescod went to St. Mary's School, but his education was scant; however, he got hold of books and started to improve his education by reading. At an early age he became apprenticed to a cabinet maker, for in those days people of colour could only be carpenters, masons, or cabinet makers.

There is a story of how Prescod carried a chair, which he helped to make, to the House of Assembly when a meeting was in progress and loitered in order to see and hear what went on.

The Marshal was shocked at the idea of a coloured person being so presumptuous as to remain in the House when a meeting was in progress, and hastily ejected him. It is recorded that Prescod told him that he would return one day to sit as a member.

Of course the Marshal considered this a fool's dream, for how on earth could a coloured man think of offering himself for election?

We shall learn how wrong the Marshal was in his thinking.

Although this incident hurt Prescod's feelings deeply, it did not make him bitter; it only made him apply himself to his studies more diligently. He became an avid reader and with another coloured boy, Edward Wilmot Archer, discovered some Greek and Latin folio volumes and they began to teach themselves these languages.

We therefore see that Samuel Jackman Prescod did not sit and merely dream and wait for things to happen. He did something towards making his hopes come true; the dream of helping his people to be considered as human beings and not as animals.

He gave up cabinet-making and applied himself to studying and reading when he realised that he could only help his people if he was educated. At the same time he became interested in politics, and when, in 1818, a law was introduced making the murder of a slave a felony, he realised that a wind of change was blowing.

In that year, too, the Combermere Charity School was started for free coloured children. But Prescod felt these improvements were not enough. He was determined more than ever "to improve the condition of the free coloured people, to work for the freedom of the slaves and then to fight for their rights as free citizens".

In 1829; on the 23rd of February, Prescod took his first step to this goal.

Free coloured people held a meeting at their Charity School in order to reach a decision on the wording of a Petition for civic rights and privileges which they hoped to present to the Legislature for approval. Prescod not only attended the meeting, but made a speech. He expressed himself so fearlessly that attempts were made to stop him from speaking and even when someone hit him with an umbrella, he kept on speaking until the meeting was broken up in disorder.

Prescod continued to champion the coloured man's cause, and because of his agitation, coloured people were permitted to vote in 1831. In this he truly earned the title of "Father of Franchise and Reform in Barbados".

In 1832 he made a public speech which made him accepted as a leader of his people.

On the 1st August 1834, when Emancipation or freedom for all slaves became a fact, Prescod was

in England where he had gone with the hope of studying law. He had to return home, however, as he had a weakness of the chest.

At home again, he continued his fight for the equality of the races and voiced his opinion strongly against the new system by which ex-slaves would continue to work as apprentices for their ex-masters, as he felt that this was another form of slavery.

In 1836 the first coloured-owned newspaper, the *New Times*, was started and Prescod became the first editor. In 1837 some poor whites started a paper, *The Liberal*, to which he contributed articles.

A few months after *The Liberal* had been published, the owners ran into debt and they offered it to Prescod. He managed to get a gentleman named Thomas Harris to buy it and became the Editor. This was just the break that Prescod needed. In *The Liberal*, which Prescod edited for twenty-five years, he championed the cause of his people and waged a war against all who tried to stop their progress. He expressed his liberal views so fearlessly that he was once prosecuted and imprisoned for eight days.

The imprisonment apparently made him more popular than before, because in 1843 he won a seat in the House of Assembly as a representative for the Constituency of Bridgetown.

We can well imagine what a proud day it was, not only for Prescod, but for all Barbadians of African descent when Prescod entered the House of Assembly and took a seat. He was the only coloured man among twenty-three members of the House. We can imagine, too, the astonishment of the Marshal of the House who had thrown him out so many years before – that is, if he was still alive.

From the floor of the House Prescod continued to wage battle for the promotion of the welfare of his people, and eventually he was so respected that he became the leader of the Liberal Party.

He served for twenty years as a member of the House and when he retired he refused a seat on the Council. However, he accepted the office of Judge of the Assistant Court of Appeal.

Samuel Jackman Prescod, up to the time of his death in 1871, was a champion of Justice as he had always been – on the Bench, writing in the press, speaking on the floor of the House, or in his day- to- day discussions with fellow citizens.

After his death *The Barbados Times* referred to him as “**The Great Tribune of the People**”.

Today, in the land of his birth and labours, one of the main thoroughfares leading to the bust and beautiful Deep Water Harbour – Samuel Jackman Prescod Boulevard – and the first institution for providing training in technical and commercial courses – the Samuel Jackman Prescod Polytechnic – bear his name in reverence and gratitude for his outstanding contribution to the progress and welfare of all Barbadians.

He was a great man, and his life teaches us the lesson that, regardless of our origin or what we are now, we can aspire to great heights, and with dedication, reach them in the fullness of time.

LESSON: 21

VALUE: Non-Violence

SUB-VALUE: Service

AGE: 11 years and over

TIME: 40 minutes

OBJECTIVE: Pupils will (i) become aware of what it means to serve;
(ii) become aware of Dame Nita Barrow's commitment to service.

1. **SET INDUCTION:**

The teacher puts on the chalkboard a picture of Dame Nita Barrow.

Who is the lady in the picture?

What do you know about her?

Why is she an outstanding lady?

2. **SILENT SITTING/TUNING IN :**

The teacher requests the pupils to sit quietly and close their eyes while he/she repeats the quotation slowly.

This is followed by a brief discussion of the quotation.

3. **QUOTATION/THOUGHT FOR THE DAY:**

"There is something more, if possible, that man can give than his life, that is, his living spirit to a service that is not easy." or

"Let me light my lamp," says the star

"And never debate if it will help remove the darkness." (Tagore) or

'The highest of distinctions is service to others.' (King George)

'Service is the flower of love'. (Sai Baba)

4. **BIOGRAPHY:** 'Dame Nita Barrow'

Curriculum Suggestion: Social Studies

5. **DISCUSSION:**

1. What was Dame Nita's career?
2. Would you say that she was suited to the career she chose? Give reasons for your answer.
3. Suggest a reason/reasons why even when she was a very young girl, the girls at St. Michael's "all looked up to her."
4. What are we told about Dame Nita's manner?
5. Why do you think she is described as "strong as an ox yet mild as a dove"?
6. What is meant by "she has taught us all through her example to care for the whole person and for all people"?
7. Name one Caribbean island, other than Barbados, where Dame Nita has served.
8. What did Dame Nita's position as President of the Nursing Association of Jamaica allow her to do?
9. Why was she happy that she did her basic training as a nurse in the West Indies? What does this reveal about her?
10. Apart from the Caribbean, where else has Dame Nita served? Name two specific countries.
11. Besides nursing, what else interested Dame Nita?
12. What does this interest tell us about her?
13. Why do you think Dame Nita is described as "a woman among men"?
14. What was her favorite saying?
15. Would you agree that her life is an example of "finishing what you start"? Give reasons for your answer.
16. Name five qualities which stand out in the character / personality of Dame Nita Barrow.
17. What do you admire most about her?
18. Do you agree that "Nita has always lived for other people"? Give reasons for your answer

6. **ACTIVITY CHOICES:**

- a. Imagine that you are Nita Barrow, the young nurse. Make a short list of acts of service which you would render to / do for your patients.
- b. Imagine that you are trying to get your best friend to help you with a service project. What two reasons would you give him/her for getting involved in the project. (This could be dramatised or the reasons could be written down).
- c. Make a list of the people who serve in a hospital.

7. **SONG:** ‘Try a little Kindness’ (see page 139)
or
‘Sharing is Caring (page 133).
Please substitute ‘Serving’ for ‘Sharing’.
“Love All, Serve All.”

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a ‘Service Calendar.’

Draw seven large boxes on your calendar.

Plan seven days of “Service.”

In each box write of a different way in which you plan to be of service to others.

When you carry out each act of service, put a Star in your box.

Congratulations!

DAME NITA BARROW

Her ready smile and warm, friendly manner belie a rapier-sharp mind and indomitable will. She has been described as being “strong as an ox yet mild as a dove,” a powerful manager who has all the combative spirit of a freedom fighter.

The daughter of Reverend Reginald Barrow and his wife Ruth, Dame Nita was born into a family of three girls and two boys – one brother being the former Prime Minister of Barbados, Errol Barrow. Her early education was received in St. Croix where her father held a ministry for some years. On the family’s return to Barbados, Nita became one of the first pupils at St. Michael’s Girls’ School (now the St. Michael’s School) under the headmistresship of Miss Nilla Taitt. One of her early teachers, Grace Adams, wife of the late Sir Grantley Adams and mother of the late Tom Adams, had this to say about young Nita:

“There were about eight girls who came to school on that first day and by the end of the first week, Nita was outstanding. They all looked up to her.”

Of the older Nita, Lady Adams remarked that despite her successes and achievements, she is never pompous or condescending. “You must realise that Nita has always lived for other people.”

Perhaps it was this caring attitude that prompted Nita to go into Nursing.

When Dame Nita was named “West Indian of the Year” by “The Bajan”, the Reverend Potter in Jamaica said:

“It is a joyous privilege to be able to add my personal tribute to Dame Nita Barrow who has been my unfailing friend, colleague and mentor for forty years. Nita has not only excelled professionally in her pioneering work in the health service in Jamaica, in the Caribbean through WHO, and in the world as Director of the Christian Medical Commission of the World Council of Churches, but she has also taught us all through her example to care for the whole person and for all people. As a friend she has always been there when needed, in joy and sorrow, in good and bad times, as her host of friends all over the world could testify with me. Her generous hospitality and availability to us all have known no bounds. Nita is here and everywhere, sharing her wit and wisdom, her beautiful spirit and her bountiful knowledge, and her embodiment of health, healing and wholeness. Nita is indeed the dame, woman in all her all-embracing love, bearing and affirming our humanity in all its fullness.”

By 1950, Nita had completed a Sister Tutor diploma course at the University of Edinburgh and was back in Jamaica where she soon became Sister Tutor at the Kingston School of Nursing. Three years later she became Matron at the University College Hospitals and finally Principal Nursing Officer in Jamaica with responsibility for 23 hospitals and 100 health-care centres as well as the nursing education institutions in that country. Nita also started the Nurses Association of Jamaica of which she was the First President. This position allowed her to visit centres all over Jamaica.

While she gave no actual bedside care, she was able to make sure that personnel carrying out these services were giving of their best. Of this, Dame Nita, said, “I blessed my Barbados training then and I will always be grateful that I did my basic training in the West Indies for I knew the people and where they came from. I knew at first hand what conditions were.”

In 1963, Nita was seconded to the World Health Organisation (WHO) – and then PAHO – for three years to head the research project on nursing education throughout the 16 countries of the Commonwealth Caribbean. An improvement programme was implemented and this saw, among other things, the introduction of post – graduate preparation for personnel who would carry responsibility for nursing education curriculum development in the region.

Her interest in health care led almost directly to her involvement with the World Council of Churches (WCC) in its international activities and in 1972, she was appointed Associate Director of the WCC’s Christian Medical Commission in Geneva. This took her all over the world teaching and training people of diverse cultures and traditions how to take care of themselves.

“We were like brokers looking for worthwhile projects to fund,” she says “and learning all the while: for instance, that the Innuits of America and the Aborigines of Australia had their own forms of alternative health care and only the very ill will need to go to hospitals and thus the cost to the country is decreased. In countries with traditional healers, we brought them into meetings where their knowledge could be used.”

Dame Nita’s association with the World YWCA began when she took part in an important meeting in Beirut as a representative for Jamaica and in 1955, she was elected to the World Executive of the 25- member committee. By 1963, she had been made a Vice-President with responsibility for 75 member countries around the world.

It is a measure of Nita Barrow’s modesty that she was surprised to be elected President of the World “Y” at their 1975 meeting in Vancouver, a post she held until 1983.

As if her WCC and World YWCA activities were not enough, adult education had always interested her and at a major meeting of the international Council for Adult Education in Paris in 1982, she was elected President.

One year later, she was elected one of seven Presidents of the WCC with the further distinction of being one of the only three women of this council. And this it seems is a theme running throughout Dame Nita’s career: a woman among men.

Responsibility is not something which scares Dame Nita. When she was asked to head the organising committee of the Non-governmental Women’s Forum in Nairobi to mark the end of the Decade for Women, she acquiesced, although she admits now that she thought it would be only a matter of attending a few meetings and not, as it turned out, organizing fund –raising, working closely with the many governments involved, and maintaining a full- time office in New York to co-ordinate the efforts of the separate planning committees located in Nairobi, Geneva, Vienna and New York itself.

As it turned out, more than 13,000 people turned up-women of every race and creed (and a few men too), the well-known and the not so well-known, the city dwellers and the rural folk, the young and the old.

With Forum '85 behind her, one might be tempted to speculate that Dame Nita would return to her "retirement" which she had announced in 1981 on her return to Barbados. But for this seemingly tireless woman, that word has no meaning. She continues to hold the position, of President of the International Council for Adult Education and recently returned from Buenos Aires where she chaired their general assembly held every three years.

She is currently a member of the Commonwealth team mandated to find a peaceful solution to the South African situation. She was one of nine speakers (the only woman) at the 400th Anniversary of the UN in Geneva and travelled to Milan for a meeting of donors of funds to Forum 85. which she has achieved more than most people do in a lifetime.

It is 50 years since Dame Nita embarked on her nursing career-she still refers to her "nursing career"; she still refers to herself as a "nursing consultant"-a half century in which she has achieved more than most people do in a lifetime.

Yet the world remains her oyster – she gets on a plane like the average person gets into a car. Her favorite maxim – "Finish whatever you start"- is warning enough that Dame Nita does not consider herself finished. She plans to be out there for a long time to come doing her bit to make the world a better and healthier place in which to live.

Nita Barrow, Dame of St. Andrew, Dame Grand Cross of the Order of St. Michael and St. George, Doctor of Laws, Doctor of Science, Fellow of the Royal College of Nursing and Governor –General of Barbados, is one of the Caribbean's most eminent personalities – male or female.

E.H.V. SERVICE PROJECTS

1. *Birthday Parties*

The birthdays of children who live in institutions are often forgotten. You can change this by having monthly birthday parties. Make all the children whose birthdays fall within the month the guest of honour. You can provide the entertainment or help the children from the institution who would like to participate. A staff member from the institution should help you plan these parties.

2. *Invite a Child to be a Guest of Your Family*

Ask your parents if you can invite a child from an institution to be a guest of the family for a day or a weekend. You can spend the time at home or go on an outing to a park or a beach or the zoo. You use your imagination.

3. *Donate Equipment to Children's Institutions*

Very often institutions do not have the money to provide games, sport equipment, or even clothing for their children. Organize a drive to collect these things, put them in good condition and donate them to the homes that need them.

4. *Clothing Drive*

We often hear of disasters such as fires and floods. You can help by collecting used clothing and blankets in good condition and giving them to organizations which distribute these things to the people who need them.

5. *Toys for the Mentality Retarded*

Retarded children are very much like normal children, only they are mentally younger. We can begin to understand this by collecting or making toys and giving them to schools for the mentally retarded. Toys should be simple, and soft and cheerfully wrapped.

6. *Aiding the Elderly*

Very often the elderly live alone and have difficulty in doing things we take for granted. Your class can contact an organization that aids these people and offer to help. Some of the things you can do for them are visiting regularly, shopping, running errands, writing letters or reading aloud from books or newspapers.

7. *Entertaining Nursing Home or Hospital Patients*

Most hospitals and nursing home welcome groups that entertain their patients who are often sad and lonely. Your class can put on a play with music that demonstrates the values which you've learned. You do not have to worry; even a short skit and a few songs will bring cheer to these people.

8. **Holiday Gifts for Children in Foster Homes**

Children are placed in foster homes because their families are temporarily unable to care for them. During the holiday season, foster parents are often unable to buy gifts for these children. You can brighten their holidays by sending them presents.

9. **Holiday Toys for Needy Children**

Many of the toys which you have outgrown may still be usable by children from needy families. These toys should be clean and in good condition. You and your class can collect these toys, wrap them and bring them to community agencies serving the poor.

10. **Food Collection**

Many poor people go hungry and depend upon charitable organizations for their food. Some groups distribute non-perishable food to these people, while others provide cooked meals on a regular basis. You can help by collecting canned or dried food and toiletries and giving them to these service organizations.

11. **Friendly Visiting**

Children who are severely handicapped usually do not have the chance to make friends with other children because they are unable to go outside by themselves. You can visit them regularly to play games, work on arts and crafts, read to them and just be a friend. You will find that even though they are physically different, they have the same feelings as you.

12. **Tutoring Younger Children**

You may know of younger children in your school or neighbourhood who are having difficulty with subjects you have already learned. You can be a tutor to one of these children. You may find that doing this teaches you something you hadn't known before.

13. **Clean- up Projects**

Many places in our towns and villages are littered with garbage thrown there by unthinking people. These places include the areas around school yards, nursing homes, libraries, community and recreation facilities, as well as vacant lots and neighbourhood streets. You and your classmates can pick one such area and clean it up on a weekend or during your vacation. Not only will you be getting rid of an eyesore but you will also help to reduce a health hazard.

14. **Training for Emergencies**

Knowing what to do in an emergency is very important. By simply learning how to call the police, fire department or doctor, you may be able to help a person in trouble, even if you are very young. If you are an older child, you can be taught first aid, which may one day help you save somebody's life.

BIBLIOGRAPHY

Bell, Gordon (1984) Nelson's New West Indian Readers Bk.3, Surrey, Thomas Nelson and Sons Ltd.

Craig, D and Gordon, G.W. (1981) New World English Bk. 2, Surrey, Longman.

Craig, M. (1983) Mother Theresa, London, Hamish Hamilton.

Crossroads Christian Communication Inc., Toronto, Ontario.

Education in Human Values: International Edition, Prashanti Nilayam,
Sri Sathya Sai Books and Publications Trust.

Giuseppi, Undine (1975), *The Lights of Divali and Other Stories*,
Port of Spain, Trinidad, Key Caribbean Publications Ltd.

----- (1976), *New West Indian Readers Bk 1*, Surrey. Thomas Nelson and Sons Ltd.

----- (1973), *New West Indian Readers Bk 4*, Surrey, Thomas Nelson and Sons Ltd.

Gray, Cecil (1976), *Ambakaila*, Surrey, Thomas Nelson and Sons Ltd.

Jolly, Dorothy (1974) *In Nature's Way*, Gasparillo, Trinidad.

Kincaid, Lucy (1981) *Timeless Tables*, Cambridge, Brimax Rights Ltd.

Maciver, Angus (1983) *First Aid in English Bk. B.*, Glasgow, Robert Gibson and Sons Ltd.

Mills, Therese (1973) *Great West Indians*, Surrey, Longman.

Narinesingh, R. and Clifford, (1978) *Growing With Language Bk. 1*, Nelson Caribbean.

Porter, Frank (1981) *Trinidad and Tobago Republic Readers, Bks 1 and 3*,
St. James, Trinidad, Caribbean Children Press.

Power, Rhoda (1981) *St. Francis of Assisi'* in *The Bookshelf for Boys and Girls-*
Vol. 9 – Heroes and Heronies, New Jersey, University Society Incorporated.

Song Book: International Edition, Prashanti, Nilayam, Sri Sathya Sai Books and Publications Trust.

The American Sathya Sai Committee (1985), Sathya Sai Education in Human Values.

The Education in Human Values Society of the U.K.,
The Education in Human Values Manual, Conference Issue, March 1985

The Education Plan 1985-1990 (1985), Port of Spain, Trinidad, The Government Printery.

The Gleaner (May 21, 1988) 'Aggie Bernard: Heroine of the 1938 Labour Upheavals.'

Tripp, R.T. (1970) *The International Thesaurus of Quotations*,
Great Britain, George Allen and Unwin.

Wilde, Oscar (1980) *'The Selfish Giant'* in *A Hilda Boswell Little Treasury*,
Great Britain Williams Collins Sons and Co. Ltd.

INTRODUCTORY NOTE TO SUPPLEMENT

(PART 5)

The 'Education in Human Values – Teachers' Handbook was first published in June 1987. The publication was enlarged in 1992 to accommodate Parts three and four. This was for the purpose of introducing our children to the lives of some of our great West Indian sons and daughters and to highlight their sterling qualities and the values they demonstrated in their lives.

This supplement (Part Five) contains twenty new lesson plans. Several of the lessons in this section are based on material from the texts and cultures of the world's great religions. This serves to underscore the basic unity underlying religious diversity and the concept of 'brotherhood, which is one of the critical values espoused by the Sathya Sai Education in Human Values Programme.

The programme has been modified to accommodate a short prayer should the teacher wish to use this at times instead of a quotation, The prayer used could be universal in nature or it may be in keeping with the religious denomination of the particular school.

It must be emphasized that teachers are free to prepare their own lesson plans using any appropriate stories from the culture or religions of the children concerned. It is hoped that teachers will find this supplement very useful.

We take this opportunity to acknowledge with thanks the kind permission granted by the Sathya Sai Education in Human Values Foundation of the United States of America for use of the stories in Lessons three, seven, nine and twenty of this section of the publication.

Tajmool Hosein TC., QC
39 Richmond Street
Port of Spain
Trinidad
West Indies

Kunti Mathura
BA (Gen.) Eng., Sp.
Dip.Ed., MA Ed.

May 1996

TABLE OF CONTENTS

LESSON	1	(Honesty)	-	331
LESSON	2	(Discrimination)	-	333
LESSON	3	(Human Understanding)	-	336
LESSON	4	(Integrity)	-	339
LESSON	5	(Self-Reliance)	-	342
LESSON	6	(Duty)	-	345
LESSON	7	(Duty)	-	348
LESSON	8	(Sacrifice)	-	351
LESSON	9	(Calm)	-	354
LESSON	10	(Humility)	-	357
LESSON	11	(Consideration)	-	360
LESSON	12	(Kindness to Animals)	-	363
LESSON	13	(Compassion)	-	366
LESSON	14	(Helping)	-	368
LESSON	15	(Service)	-	371
LESSON	16	(Compassion)	-	375
LESSON	17	(Forgiveness)	-	378
LESSON	18	(Forgiveness)	-	381
LESSON	19	(Brotherhood)	-	384
LESSON	20	(Justice)	-	386

LESSON:	1
VALUE:	Truth
SUB-VALUE:	Honesty
AGE:	7 - 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will recognize that they must not take anything that does not belong to them.</i>

1. **SET INDUCTION:**

The teacher initiates discussion along the following lines:

Have you ever taken something that did not belong to you?

How did you feel?

How do you think the person from whom you took it felt?

2. **SILENT SITTING/TUNING IN:**

The teacher requests the pupils to sit quietly and close their eyes and think about the quotation which the teacher repeats.

3. **QUOTATION/PRAYER:**

'Be honest in thought, word and deed.'

4. **STORY:** 'Abraham Adham, the Good'

5. **DISCUSSION:**

1. Who was Abraham Adham?
2. Why did he give up his kingdom?
3. What job did he do after he gave up his Kingdom?
4. Why didn't Abraham's master like the first apple?

5. What did his master ask him when he brought the second fruit?
6. What was Abraham's reply?
7. Why was the master angry?
8. Why didn't Abraham know which fruit was sweet?
9. Why was the master happy at the end of the story?
10. Why didn't Abraham accept the extra wages/money?

6. **ACTIVITY CHOICES:**

- a. The pupils are asked to draw and colour the garden.
- b. Pupils are asked to role-play the conversation between Abraham and his master.

7. **SONG:** 'What is the meaning of Integrity'? (Page 45)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are given a flower on which they are to record all honest deeds practised during the course of the week.

ABRAHIM ADHAM, THE GOOD

Abraham Adham was a great Muslim King in a Middle-Eastern country. In search of love for Allah, he gave up his kingdom and followed an ordinary life. So he became a Keeper of a private garden.

One day, the owner of the garden came along and said to Abraham, 'Bring me a sweet juicy apple.' Abraham brought him an apple. It looked very ripe. His Master ate some of the fruit and found that it was sour. He told Abraham to bring him another apple. This time he brought a beautifully coloured fruit. His Master liked the look of the apple, but as soon as he began to eat it he became angry. 'Why don't you bring me ripe, sweet fruit?' he shouted angrily. Abraham answered quietly, 'Sir, I know what is outside but not inside the fruit.' His Master became even more cross and said, 'You have worked in my garden for some time now and you do not yet know which trees bear sweet fruit and which trees bear sour fruit?' Abraham calmly replied, 'Sir, my job here is to look after trees, not to taste the fruit. I guard but I do not eat that which does not belong to me.'

The Master was so happy to hear this that he offered to pay him more wages. Abraham, however, would not take the extra money. He decided he must go away. He said, 'Before, I was paid for what I earned but now I will be paid for my honesty. This I cannot do.'

LESSON: 2

VALUE: **Truth**

SUB-VALUE: **Discrimination**

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will recognize the importance of verifying the truthfulness or accuracy of information which they receive.*

1. **SET INDUCTION:**

Pupils will discuss situations when information transferred from one person to another became distorted.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'Listen, reflect and then accept'

4. **STORY:** 'The End of the World'

5. **DISCUSSION:**

1. What was the rabbit doing?
2. What happened at that moment?
3. Why did the rabbit run?
4. Why did the other animals join him?
5. If you were one of the animals, what would you have done?
6. Which animal realized that the animals were behaving foolishly?
7. How did the lion show the rabbit the folly of his actions?

8. How do you think the rabbit felt on discovering the truth?
9. If you were the rabbit, how would you have felt on discovering the truth?
10. What do you think the rabbit should have done in the first place?

6. **ACTIVITY CHOICES:**

- a. Draw a picture of the animals running through the jungle.
- b. Give instances when you accepted news about someone/something that turned out to be untrue.

or

Have the children participate in an exercise involving the relaying of a message from one to the other.

7. **SONG:** 'Time to Think'(See page 280)

8. **FOLLOW-UP AND LIFE APPLICATION:**

During the course of the coming week make a record of instances when information given to you was found to be incorrect upon further inquiry.

THE END OF THE WORLD

Once a little rabbit was sitting under a tall coconut tree. He had a faraway look in his face and was thinking to himself, “I wonder I wonder what would happen if the world would suddenly come to an end?”

At the exact moment, a large coconut fell from the tree and crashed into the nearby bushes making a loud startling noise. The rabbit was terrified and ran away as fast as his little legs would carry him, convinced that the world was in fact coming to an end. As he ran, he met other rabbits, who also started to run with him. “What has happened brother, to make you run so fast?” they asked.

‘The earth is br brr.... breaking up!’ gasped the terrified creature, running for his life. As they ran through the jungle, many creatures joined the race – deer, wild hogs, zebras, giraffes, tigers, lions and elephants. Afraid that the world was really coming to an end, they all ran for their lives. They had no idea, as to where they were going, but they just kept on running.

In this jungle, however, there lived one very wise lion, who understood the ways of the jungle and when he saw all these animals running because they thought that the world was breaking up, he said to himself, “The world is not coming to an end, but if I don’t stop these silly animals from running, they will either run straight into the sea and drown, or die from exhaustion!”

He then ran as fast as he could and placed himself in front of the stampeding animals. He roared as loud as thunder and the animals stopped in their tracks.

“Why are you running?” he asked the animals. “Did you see the earth breaking up?” they asked, pointing in the direction from which they had come.

“Has anyone actually seen this?” he demanded. “Did you see the earth breaking up?” he asked the rabbit. “Yes, I s .. s ..s.. saw it,” replied the frightened animal.

In a trembling voice, he told the lion how he had been sitting under a tree thinking what would happen if the world should end. Then at the precise moment he had heard a terrifying noise and he knew that the world was ending. The lion said gently, “Come, little one, sit on my back and we’ll go and see for ourselves.”

The rabbit reluctantly did as he was asked and sat on the lion’s back until they reached the tree. There he saw for himself that the world had not ended, neither was the earth breaking up. A large coconut had merely fallen from the tree and this must have made the noise, which had terrified him. And so, he returned to the large multitude of animals and reported what had taken place and assured them that there was in fact no danger. All the animals then returned to their various homes, feeling a little foolish, but at peace.

LESSON:	3
VALUE:	Truth
SUB-VALUE:	Human Understanding
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Students will analyze a parable to develop a better understanding of themselves and others.</i>

1. **SET INDUCTION:**

The teacher introduces the concept of the parable to pupils. (A parable is “a usually short, fictitious story that illustrates a moral attitude or a religious principle” – Websters Ninth New Collegiate Dictionary).

2. **SILENT SITTING/TUNING IN:**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

‘The truth shall make you free’ – Bible

*‘Speak the truth, fulfil when you promise, discharge your trust’-
The Prophet Muhammed*

‘No living lamp burns brighter than the lamp of truth’- Hinduism

4. **DISCUSSION:**

1. Why did Jesus tell parables?
2. Have you ever read or heard a story that helped you understand someone?
Tell us about it.
3. What do you think Jesus meant when he spoke about “the log in your own eyes”?
4. Tell about one occasion when you were criticized. How did you feel?

5. How do you think people feel when they are criticized?
6. Is it helpful to understand your own feelings and abilities? Why?
7. The story says that although you may not be perfect you can improve. Describe ways in which you think this might happen.

5. **ACTIVITY CHOICES:**

- a. Pupils are asked to use a sheet of paper to list things about themselves they want to improve. Then have them turn the paper over, and on the other side, have them list all their positive traits.
- b. Place the names of all the pupils in a box. Have each child select one name from the box and write down three of the chosen person's positive traits and accomplishments. Each week, feature one child's name/photograph on the board, along with the list of positive traits.

6. **SONG:** 'Simple Gifts'

7. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to select a member of their family and list that person's positive traits. Then have them plan a time to share with him or her what they have written. Following this, let them ask the person to tell about parts of his/her personality that might need improvement.

JESUS TEACHES TRUTH

Nearly 2,000 years ago, a Rabbi said to the people of Judea, “Why do you look at the speck in your brother’s eye, but pay no attention to the log in your own eye?” He then explained that you must first remove the log (the ideas that keep you from seeing clearly) from your eye before you can try to take the speck (the ideas you think are wrong) out of your brother’s (someone else’s) eye.

The wise man was called Jesus, and this story is a parable in the New Testament. Many have asked, “Why did Jesus teach through parables?” Jesus found that a story could help you to better understand yourself and others as well as the spiritual principle being taught. He said that once you think about a parable, it becomes easy to remember. Thus, when something occurs in your life, the story comes to mind and will be of help.

Jesus continued to spread truth, love and peace through his preaching of God’s message, not only in words but in action. Like all the other great religious leaders, this peaceful man sent out the message of the truth to all who would listen, telling them they too had the power to live a better life.

Jesus told them to remember that all people are basically good and that it was very important to get to know and understand your own actions. He pointed out when accused, some admit their mistakes, while others who think themselves more clever try to cover up their wrongdoings. Jesus also posed this question: ‘If you want other people’s wealth, are you too not a thief?’

This wise, loving man went on to say that the pure in heart do not accuse and that the person who spends his time in pulling other people’s weeds can have no time to pull his own. To emphasize this message, Jesus told the following parable:

A farmer had a great field of ripened grain, and when he looked out, he saw that many stalks of wheat were bent and broken down. So he sent for his reapers and said, “We will not save the stalks that have broken blades. Go forth and cut and burn them.”

After many days, the farmer went to measure his grain, but he could not find a kernel. He called the harvesters and asked, “Where is my grain?”

They answered him, “We did just what you said. We gathered up and burned the stalks with broken blades, and not a stalk was left to carry to the barn.”

Jesus was giving us a great truth, telling us that it is very difficult to find a perfect person. However, although people, like the broken or bent blades, all have flaws, they can still strive to improve themselves.

LESSON:	4
VALUE:	Truth
SUB-VALUE:	Integrity
AGE:	12 years and over
TIME:	40 minutes
OBJECTIVE:	<i>Pupils will recognize the need to listen to their conscience/ inner voice.</i>

1. **SET INDUCTION:**

Pupils are to relate instances when they were prevented from doing a wrong deed because of the promptings of their inner voice.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAAYER:**

'To your own self be true.'

4. **STORY:** 'The Master's Test'

5. **DISCUSSION:**

1. What did the teacher ask his student to do?
2. What reason did he give for this request?
3. How did one student react differently?
4. Why did one student react differently?
5. How would you have reacted?
6. How did the teacher respond to the one student's reaction?
7. What did the other children realise?

8. Why must we listen to our inner voice?

9. What is meant by “Myself is watching.”

6. **ACTIVITY CHOICES:**

Have students role-play selected parts of the story.

7. **SONG:** ‘What is the meaning of Integrity?’ (Page 45)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Ask the children to note, during the course of the coming week times when they were tempted to do wrong deeds, and what they eventually did.

THE MASTER'S TEST

Long ago, a wise teacher gathered his students around him. "I am feeling old and weak," he told them, "It is your duty to find money and food for me to live on." All his pupils agreed that indeed it was their turn to serve the Master.

"Sir," he said, "It will not be easy because the people living around here are not generous by nature. They will certainly not help us." The teacher replied, "My son I am not asking you to beg for food, that would not work. What I am suggesting is that you take without asking. This is because we need the money more than others. I am too weak to do this myself. Who will help their old teacher?"

"We will, we will," cried the pupils, "We are strong. Tell us what to do."

The teacher explained to them that first they must find a spot where no one was watching and wait quietly. As soon as a rich man came by, they were to steal his money. The Master told them, however, that they must not hurt anyone in the process.

All the pupils got ready to leave except for one young boy who stood hanging his head. The teacher spoke to him in a sharp voice. "What is the matter with you, child?"

"Forgive me Master," said the boy, "But I cannot do as you bid."

"Explain yourself," demanded the teacher.

"Sir, you said we must go to a place where no one was watching and steal. This is impossible. "Even if I am completely alone, there is always a part of myself watching."

"I would prefer to beg rather than let myself see me stealing."

The old man's face lit up with joy.

"At least one out of all my students has understood my teaching," he said. The other boys, hearing these words, hung their heads in shame. But from that day, they never committed an unworthy deed. They always remembered their companion's words:

"Myself is watching."

LESSON:	5
VALUE:	Right Action
SUB-VALUE:	Self-Reliance
AGE:	7 – 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will realize that to get something done, one needs to rely more on oneself and less on others.</i>

1. **SET INDUCTION:**

On a map of Trinidad, have students identify swamp areas including the Nariva Swamp. Elicit from them information regarding animals which inhabit this area.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

‘To be certain, do it yourself.’

4. **STORY:** ‘Do it yourself’

5. **DISCUSSION:**

1. Why did the birds leave their nest every morning?
2. Why were the little birds in an excited state the first evening?
3. If you were in their place how would you have felt?
4. How did the parents react and why?
5. What happened on the second evening?
6. Why do you think the birds felt there was still nothing to fear on the second evening?

7. What did the farmer decide to do on the third day?
8. Why did the birds decide it was finally time to move on the third day?
9. What did the farmer learn?

6. **ACTIVITY CHOICES:**

- a. Draw a picture of the birds in their nest.
- b. Make a list of the birds/animals found in our swamps.

7. **POEM:** ‘Say I Can’ (Page 89)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Record one instance of when you did something all by yourself / a task which you normally ask others to help you with.

DO IT YOURSELF

Once two birds lived with their young chicks in a rice field in the Nariva Swamp. Every morning they would leave the nest and fly out in search of food for themselves and their young ones. One evening when the parents returned with food for the little birds, they were too excited to eat. They kept jumping up and down in an agitated manner and twittered, “Mommy, Daddy, we can’t stay here anymore! We must leave! We must leave today!”

“Please, calm down,” said the Mother soothingly, “and tell me exactly what happened.” The young ones related how the farmer, who owned the field, had come with his son and after inspecting the golden-brown rice grains, had said “Son, the rice is ready to be reaped. Let’s go and ask our neighbours to help us cut this field tomorrow!”

On hearing this, however, the parents remained calm and said, “Don’t worry little ones! There is no cause for alarm as yet. Please have your dinner and go to sleep.”

The next day, the birds left their nest early in the morning as usual. In the evening when they returned home they again found their little chicks very disturbed and excited. They twittered loudly, “Mommy, Daddy, we must leave today. We can’t stay any more. The farmer came with his son again today!” Quickly at first, and then more calmly, they related how the farmer and his son had again visited the rice field and how, from their hiding place, they overheard him say, “Son, our neighbours did not come out to help us reap the crops. Come, let us go and ask our relatives to help us cut the rice tomorrow!”

The parents again said to their chicks, “Don’t be afraid little ones; still there is nothing to fear. Please have your dinner and go to sleep!” The young birds felt comforted by the assuring manner of their parents and quickly fell asleep.

The next day when the birds returned from feeding, the same thing happened. They found their little ones in a state of panic. “Mommy, Daddy!” they almost shouted, “We have to leave, we cannot stay here anymore!”

They then related how the farmer had again visited the field with his son and they had overheard him say, “Son, our relatives have not come to help us reap the crop. Let us not rely on anyone else. Tomorrow we shall return and harvest this field ourselves!”

After hearing this the birds were thoughtful for a moment. Finally, they said, “Yes, children, there is danger, we must leave this field now. Eat your dinner and let us prepare to move!”

Early next morning, just as the sun was rising, the farmer and his son came and started cutting rice. However, by then, the little birds had long gone to another place where they were safe and sound.

LESSON:	6
VALUE:	Right Action
SUB-VALUE:	Duty
AGE:	9 – 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will develop an awareness of the meaning of duty.</i>

1. **SET INDUCTION:**

Discussion focuses on the various duties pupils perform at home and at school.

How do you feel when you perform your duties well?

How do you think your parents/teachers feel?

Do you think it is important to have duties? Why /Why not?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAAYER:**

‘Our first duty is to honour our parents’

4. **STORY:** ‘The Young Parrot’

5. **DISCUSSION:**

1. What good qualities did the parrot prince possess?
2. What did he promise to do for his parents?
3. What did the parrot do after eating each day?
4. Why did the farmer set a trap?
5. Why did the parrot not call out to his friends?

6. What did the parrot tell the rich man he was doing?
7. How did the rich man react?
8. What do you see as your duty towards (a) your parents (b) your teachers (c) your community?

6. **ACTIVITY CHOICES:**

Pupils are asked to suggest one word that is related to each of the letters in DUTY

e.g.

D – Devotion or

Draw and colour a scene which you like from the story.

7. **SONG:** ‘Respect for Parents’

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to make a note of duties which they perform during the course of the coming week (a) to their parents (b) to themselves and (c) to their teachers.

THE YOUNG PARROT

High up in some trees lived thousands of parrots. Among them were their king and queen. The child parrot born to the royal couple was more beautiful than any other parrot ever seen. As he grew older, he proved to be as virtuous and gentle as he was handsome. As the years went by, the king and queen became old and feeble, and so one day the parrot prince said to them:

“My dearest parents, for so many years, you have looked after me, giving me food and shelter. Now it is my turn to look after you. Do not worry, I will bring you food every day.”

Every morning, as the sun was rising, the magnificent parrot flew high into the sky away to the rice fields to find food. On returning, he would fill his beak with food to bring back for his parents.

One day the parrots discovered a rice field, greener and more fertile than any other. So from that day on, they went to feed in that particular field only. The man who tended the field went to tell his master that a large flock of parrots came to eat his rice every day.

“Among them,” explained the labourer, “Is the most gorgeous bird you have ever seen. Every day, this beautiful creature flies away with its beak full.”

The land-owner was filled with a longing to see this beautiful bird. He asked the labourer to lay a fine net in the field as a trap. The next day, as the birds were eating the rice, the parrot prince caught his delicate little foot in the net. He stopped himself from calling out because he did not want to disturb the rest of the flock before they had finished their meal. As soon as the other birds had eaten their fill, the parrot prince called for help. His companions were so frightened by the news that he was caught in a trap that they all flew away. The poor parrot prince was left alone, sad and afraid.

Before long the labourer came and was overjoyed to find that he had caught exactly the bird he had wanted. Gently, he freed the parrot’s foot and carried him to his master. On seeing the beautiful bird, the rich man was thrilled and asked him: “Oh beautiful one, why do you take so much rice with you each day?”

The parrot replied: “A duty I fulfil each day, a treasure do I store away.”

Explain what you mean. What is your duty and what is this treasure that you store away?”

“My duty,” replied the young parrot “Is to feed my aged parents. The treasure is the treasure of love whereby the weak are helped by the strong and the hungry are given food.”

Delighted by these noble words, the rich man told the prince that he could not imprison such a noble creature. He said that the field now belonged to the parrots and that they could come to eat every day.

LESSON: 7

VALUE: **Right Action**

SUB-VALUE: **Duty**

AGE: 9 – 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will examine the different roles that people play in life and the duties that accompany these roles.*

1. **SET INDUCTION:**

The teacher introduces the concept of “duty”. Discussion focuses on the duties performed by pupils at home and at school.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

‘Honour thy father and thy mother’ - (Bible)

‘Devote oneself earnestly to one’s duty to humanity’ - Confucius

4. **DISCUSSION:**

1. What are we told about Rama’s brothers?
2. Why did the people think that Rama would be a good king?
3. How did Rama re-act when his step-mother/Kaikeyi’s demands were made known to him?
4. How would you have reacted?
5. What was Rama’s reply to his father?
6. What was Rama’s reply to the people who begged to go with him in exile?
7. Why did Lakshmana choose to accompany Rama to the forest?

8. Why did Sita choose to accompany Rama to the forest?
9. Have you ever fulfilled a duty even though it caused you hardship/suffering?
Pupils are encouraged to share their experiences briefly.

5. **ACTIVITY CHOICES:**

Pupils are asked to list the different roles they may play in life (eg. youngster, teenager, adult, worker, parent, grandparent). For each stage, they are to list some duties.

6. **SONG:** ‘*Kumbaya*’ (Add new lyrics, such lines as “I have a duty, Lord, yes I do”)

7. **FOLLOW-UP AND LIFE APPLICATION:**

Make a list of duties you perform during the coming week:

- (a) at home
- (b) at school
- (c) in your neighbourhood
- (d) community

RAMA – EXAMPLE OF RIGHTEOUSNESS

It is said in the Hindu religion that when the world gets chaotic and when people have lost respect for one another, God comes down in human form to set an example.

One such incarnation, a man who was to spend his life as an example of right action, is known as Rama. Many thousands of years before Christ, he was born a prince in a kingdom called Kosala. He had three brothers who loved him deeply and were never jealous of him, even on the day when their father, the king, announced that Rama would be crowned as the new ruler.

This announcement made the men and women of Ayodhya, the capital city, very happy, for was it not this gentle Rama who always had a smile for them, a merry twinkle in his eye, and who constantly asked about their well-being? The people could be heard saying, “What a wonderful king he will be! You know that no matter how harshly others talk, Rama replies softly and sweetly. If others do him harm, he never holds it against them. He only tries to be good and to be of service. Yes, he will be our greatest king!” And they awaited the happy event.

However, a sinister plot in the royal household soon turned all their happiness to disappointment. Kaikeyi, the mother of Rama’s stepbrother, allowed her crooked maid to talk her into preventing Rama’s coronation. The maid reminded Kaikeyi that some years before she had nursed the king back to health and that he was still indebted to her. At that time, the king had made Kaikeyi a promise that one day when there was something she wanted, he would grant it. The jealous Kaikeyi went before the king and said, “Now is the time for you to grant my wish. I want you to declare my son the next king. You must order Rama to leave this kingdom immediately. Tell him that he must leave and go into the forest for the next 14 years.”

The king was in shock. He cried and pleaded, but it was of no use. Rama was summoned to the king’s room, where he found his father in agony. Even when Kaikeyi’s demands were revealed to him, the prince remained the ever-gentle Rama and refused to add to his father’s unhappiness. He did not argue. Instead he said, “Father, there is nothing greater I can do than to be of service to you. I will leave this land immediately and live as a hermit in the forest. Let my brother become king. There no difference between my brother and me.”

Rama said his good-byes. Many begged to go into exile with him. He told them that it was only his duty to keep the promise his father had been forced to make and that they must continue to love and respect the king. However, Rama could not overcome the insistence of his loving wife, Sita or of his brother, Lakshmana. Sita said that it was her duty to remain with her husband and that she too must follow what she felt was right. Lakshmana pleaded that he also had a sense of duty and that he had to remain with Rama, whom he had loyally served since childhood. Rama found their pleas impossible to resist. The evidence of their respect and love overwhelmed him. And so it came to pass that Rama, his wife, and his brother left the kingdom.

The adventures that followed are described in the Hindu epic called the *Ramayana*. Year after year, to people throughout the world, Rama and Sita continue to be examples of what it means to take the right action based on duty.

LESSON:	8
VALUE:	Right Action
SUB-VALUE:	Sacrifice
AGE:	11 years and over
TIME:	40 minutes
OBJECTIVE:	<i>Pupils will realize that sacrifice is an important part of a relationship.</i>

1. **SET INDUCTION:**

Ask pupils to give instances when they gave up something which they liked very much and explore how they felt.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'Greater love hath no man than this, that a man lay down his life for his friends' (Bible)

'Only a life lived for others is a life worthwhile.'

4. **STORY:** "The Selfless Calf."

5. **DISCUSSION:**

1. Why did the cows go out on the hills every day?
2. Why did the cow start running towards the village?
3. What animal approached her?
4. Why did the tiger want to kill the cow?
5. What reason did the cow give for wanting to leave?
6. What promise did the cow make?

7. How did the tiger react?
8. What would you have thought if you were the tiger?
9. What did the calf decide to do on hearing the mother's decision?
10. What qualities did the calf show?

6. **ACTIVITY CHOICES:**

- a. Role-play the scene between the cow and the tiger.
- b. Role-play the scene between the calf and the tiger.

7. **SONG:** 'Serving is Caring' (page 215)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make an effort in the coming week, to do something for someone else's benefit rather than your own.

THE SELFLESS CALF

Once in a faraway land, there was a little village surrounded by mountains. Every day, the cows would go out into the hills to graze. There they would eat the green grass, drink the cool waters of the streams and in the evening, a cowherd would take them back to the village.

However, one day one of the cows was left behind. The sun had already set and it was growing dark. The cow thought, "What am I doing here? My poor calf must be waiting for me." And with that, she started running towards the village.

Suddenly, a tiger appeared before the cow and standing in her path, growled, "I'll have you for my dinner!" The cow replied. "Friend, my calf is hungry and is waiting for me. Please let me go." The tiger said, "My child cub is also hungry and I too am searching for food. Now that I have you obviously I cannot let you go." The cow replied, "Agreed. But before you kill me, let me go home and feed my calf. Then I shall return."

"What! Do you think I am stupid? If I let off my victims like this, I won't be called a tiger." The cow pleaded, "Friend, just as you love your little one, so do I love my calf. I promise you that I'll return as soon as I feed my calf."

The tiger was reluctant but eventually he decided to let the cow go and she hurried towards the village. On reaching home she hugged her little one and started feeding it. The little calf was very happy at the sight of his mother, but he noticed that she was silent. On looking closer he saw tears in her eyes. He asked, "Mother, why are you crying?"

She was reluctant to answer him, but after constant prodding she said, "My dear child, I was just wondering what will happen to you after I die." He asked, "But why should you die Mother?" She then related the incident about the tiger and the promise she had made. Finally, she said, "I have to go back to the tiger so that he can kill me and feed his child." The little calf said that he too would go for he could not live without her. And so, they both went to the tiger.

The calf first approached the tiger and said, "Uncle, please take my life and then you may kill my mother." The tiger was very touched by the calf's love and selflessness. He was also surprised at the honesty of the cow, who had kept her word to return after being allowed to feed her calf. He remained silent for a while and then looking at the cow he said, "Sister, how can I kill two noble animals like you? Please forgive me for not believing you. Go home and live happily. No harm shall come to you."

LESSON: 9

VALUE: Peace

SUB-VALUE: Calm

AGE: 7-9 years

TIME: 25 minutes

OBJECTIVE: *Pupils will relate the calmness of Buddha to their own lives and determine how they should react to remain at peace.*

1. **SET INDUCTION:**

Pupils are encouraged to speak briefly about occasions when someone tried to get them angry but they did not react with anger.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'He who smiles rather than rages is always the stronger' Shintoist

'The fault of others is easily perceived, but that of oneself is difficult to perceive.'
-Buddha

4. **DISCUSSION:**

1. Why did the prince's parents keep him behind the wall of the palace?
2. What did the prince do after he discovered suffering in the world?
3. Would you have given up your riches to become a poor, wandering monk?
Give reasons for your answer.
4. What was the great principle/rule of love observed by Buddha?
5. How did Buddha react to the man who tried to make him break the rule?
6. What did Buddha say to the man?

7. What are some alternatives to lashing back at someone?

8. Would Buddha be a “good friend”? Give reasons for your answer.

5. **ACTIVITY CHOICES:**

a. Pupils are asked to compose a short poem on “Peace.”

b. Pupils are asked to draw and colour a peaceful scene.

6. **SONG:** ‘Let There Be Peace On Earth’

7. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to close their eyes and visualize something very pleasant as they breathe slowly and quietly. They will be required to share how they felt.

THE PRINCE WHO BECAME THE BUDDHA

A long time ago, in India, there lived a young prince named Siddhartha, whose parents kept him behind the great wall of the palace, sheltered from seeing the hatred, poverty, and greed of the outside world. They wanted him to see only good.

One day, he left the palace walls and saw a ragged, poor man. He asked his servant, “What is this?”

“Poverty, my lord,” said the servant.

He then saw a sick man and again asked, “What is this?”

“Disease,” came the answer.

Then an aged, bent old man crossed his path, and he was again surprised. To Siddhartha’s query, came the explanation, “Old age.”

Finally, the prince saw a lifeless body at the side of the road. “Death, my Lord,” his servant said. The prince could not understand any of these misfortunes. On his return to the palace, he spent a great deal of time thinking about this experience.

“Why be king?” he told himself, “If I cannot help my own people overcome suffering, and so the prince left his home and his kingdom. He gave up all his riches to devote himself to search for ways humans could free themselves from all misery. He searched in the world and he searched as a monk. One day he sat under a tree and closed his eyes in meditation for 40 days. When he opened his eyes, he understood the principle of love and peace. After that, he became known as the Compassionate Buddha, the Enlightened One.

Many search for a truth they sense and feel but have difficulty expressing in words. Not Buddha. He conveyed his calmness and wisdom to others. During his life time, many tried to get him to change his opinion about life, but they could not. He knew that love and peace were the most important things in life.

Once, a man decided to test Buddha. The man had learned that Buddha observed a great principle of love: Be good to others even if they are nasty to you. “I will make Buddha break this rule,” thought the vengeful man. So he cursed at Buddha and did many mean things to the Enlightened One. Throughout it all, Buddha did not say a word. Buddha’s followers were angry, and they wanted to harm the insulting man.

But Buddha remained calm. He turned to the man and said, “If you offer a gift to someone and he refuses to accept it, to whom does the gift belong?” The man who had tried to anger Buddha replied, “To the giver, of course.”

Buddha continued, “Yes, my son. In this same way, although you have insulted me, I refused to accept your curses, and thus you may keep them to yourself. Will it not cause you misery now? It is like looking up and spitting at the sky. The spittle does not soil the sky, it comes back and dirties the person.”

The abuser apologized, having learned a very important lesson.

LESSON: 10

VALUE: Peace

SUB-VALUE: Humility

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will recognize the need to be humble in spite of any successes they may achieve.*

1. **SET INDUCTION:**

Pupils will discuss their different reactions to their successes in life.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'Be humble in spite of your achievements'.

4. **DISCUSSION:**

1. What qualities did King Satya possess?
2. How did he treat his subjects?
3. How did the subjects feel towards him?
4. How did the King realize this?
5. How did the King react on being praised?
6. How would you have reacted if you were the King?
7. What changes came over the King's character?
8. What was the result of these changes?
9. How did the King realize his error?

10. What did he do to correct it?

5. **ACTIVITY CHOICES:**

- a. Draw a picture of the blossoming garden in the first part of the story.
- b. Role – play the scene from the story beginning at the point where the King has the second conversation with the old man.

6. **SONG:** “Time to Think” (page 280)

7. **FOLLOW-UP AND LIFE APPLICATION:**

Practise at least one instance of accepting praise/ a compliment with humility/ graciousness.

EGO DESTROYS

A long time ago a King, whose name was Satyadharmi, ruled over a part of India. His name meant ‘one whose life was based on truth and righteous conduct.’ True to his name, this King, whom we shall call “Satya”, for short, was kind, just and known for his goodness. He was a brave and fearless person, who always looked after the needs and well-being of his subjects. He protected them from danger, rewarded their good deeds and always encouraged their best efforts.

His subjects in turn, were extremely loyal, hardworking and truthful. The people were joyful and happy, and peace and contentment reigned throughout the Kingdom. Wherever citizens gathered, they loved the King.

One day, the King felt like going for a walk. He strolled through the palace garden and then wandered off into an adjoining one. This garden was cool and serene and the King was soon lost in its beauty. After some time, he realized that he was feeling hungry and thirsty and he walked towards a nearby hut. There he met an old man who was the owner of the hut. The King then said to the old man, “Tell me, Sir, which fruits are sweet and juicy as against those which are bitter or sour, so that I may know the difference and eat accordingly?”

The man replied, “Friend, you may eat whichever fruit you so please. The goodness of our noble King Satya is so widespread, that you will not find a single bitter or sour fruit anywhere in the kingdom. Long may he live!” The King ate some of the fruits and indeed, they were as sweet as the man had said. He was very pleased and went back to the palace full of good cheer and in happy spirits. But something unfortunate happened.

The seed of ego had been planted in his mind. He started thinking, “I am indeed a great King. Who in the world can equal my glory? Ha! Ha! Ha! It is the glow of my goodness that has spread all over. How fortunate my subjects are to have me as their King?” Gradually, he lost interest in his people and he no longer cared for them as he used to. He spent his time eating, drinking, sleeping, in pursuit of pleasure and idle sport. The city lost its happy air. People were dismayed and there were quarrels and fights. The rains did not come and the crops failed. Still the King continued his life of pleasure and low-living, unaware of the plight of his subjects.

One day, he again set out for a walk, and by chance, he wandered into the same garden as before. After some time, he came across the same hut and the same old man. The King, wanting to hear his own praise again, thumped the man on his back and said. “Well, my good man, how are things in the garden? Which fruit should I eat this time?”

The man frowned with displeasure and said, “The death-knell has sounded! The kingdom is ruined. Everyone is thinking of leaving this kingdom and going to another. The King had become drunk with his own little self. He no longer cares for his people and there is famine and distress everywhere. There are worms in all the fruits. Even the mangoes are tasteless. Life is no longer worth living here.”

The expression on the King’s face changed and he felt pained as if wounded by the man’s words. He recognized the folly of his ways and his feeling of pride left him.

He fell at the feet of the old man, pleading, “I am that sinner, Sir. I am the cause of all this sorrow. From a good virtuous King, I became proud and selfish. I was swayed by my ego. Bless me that I may become a good ruler again and that I would never fall back on my evil ways.”

The man blessed him and King Satya returned to his palace a changed man. He again started taking on the responsibilities of his kingdom. Slowly, the gloom lifted. Flowers and fruits blossomed. People stopped quarrelling. Crops were plentiful and sweet. Once again, the King’s praises could be heard throughout the kingdom.

LESSON: 11

VALUE: Love

SUB-VALUE: Consideration

AGE: 5 - 7 years

TIME: 20 minutes

OBJECTIVE: *Pupils will develop an awareness of being mindful of the feelings of others.*

1. **SET INDUCTION:**

The teacher initiates discussion along the following lines:

Have you ever teased someone?

How do you think he/she felt?

How do you feel when someone teases you?

2. **SILENT SITTING/TUNING IN :**

Pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'Do unto others as you would have them do unto you'. (Bible)

'Hurt not another.'

4. **STORY:** 'Umaru's Hurt'

5. **DISCUSSION:**

1. Where did Umaru live?
2. Who was his friend?
3. Why did Umaru tease Yusuff ?

4. If you were Yusuff, how would you feel?
5. What happened to Umaru's toes?
6. What did Yusuff do?
7. How do you think Umaru felt? How would you have felt?
8. What question did the teacher ask Umaru?
9. What was Umaru's reply?
10. What did the teacher tell Umaru?

6. **ACTIVITY CHOICES:**

- a. Have two children dramatize the conversation between the teacher and Umaru.
- b. Have the pupils write the quotation on their desk using plasticine or
Have them use coloured pencils to copy the quotation in their drawing books.
- c. Have the pupils draw Umaru and Yusuff.

7. **SONG:** 'Dear Friends' (Page 129)
 'Sharing is Caring' (Page 133) Substitute
 'Loving' for 'Sharing'

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils will talk about occasions when they were teased by someone but they did not tease in return.

UMARU'S HURT

Once upon a time in a little village called Yendi, there was a boy named Umaru. His friend, Yusuff, lived in the same village and they both went to the same school.

Yusuff was dull at school. As a result, Umaru would tease him and call him names.

One day, while Umaru was playing he hit his toes against a stone. His toes began to bleed and eventually, because he did not care for it properly, the injury became a big sore.

One evening on their way from school, Yusuff began to tease Umaru about his sore”

“Don’t walk so near to me Ugh! Why don’t you clean that sore of all those germs?”

Umaru was very hurt; tears began streaming down his dusty cheeks as he made his way home in the blazing evening sun.

The next morning at school, he reported Yusuff to their teacher. The teacher, who was aware of Umaru’s habitual teasing, said to him:

“Does it hurt when your friends tease you?”

Umaru quietly answered: “Yes”.

The teacher then said to Umaru:

“Do not do to your friends what you do not like them to do to you”.

Umaru bent his head and walked back to his desk. He had learnt an important lesson.

LESSON:	12
VALUE:	Love
SUB-VALUE:	Kindness to Animals
AGE:	7 - 9 years
TIME:	25 minutes
OBJECTIVE:	<i>Pupils will learn to show kindness to animals.</i>

1. **SET INDUCTION:**

The teacher shows pupils pictures of various animals and initiates discussion on how could kindness be shown to them.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAAYER:**

'Be kind to all animals.'

4. **STORY:** 'The Kind Hunter'

5. **DISCUSSION:**

1. What was Nasir-ud-Din fond of?
2. What thought occurred to Nasir-ud-Din when he saw the baby deer?
3. How did the mother deer feel when she discovered that her baby had been taken away?
4. What did the mother deer seem to be saying to Nasir-ud-Din?
5. What is meant by "There is no life for me without my baby"?
6. What do these words tell about the mother deer?
7. What did Nasir-ud-Din do when he saw the mother deer looking so sad?

8. What would you have done?
9. How did the mother deer feel when she got back her baby?
10. What did she seem to say to Nasir-ud-Din?
11. What did the Prophet tell Nasir-ud-Din in his dreams?

6. **ACTIVITY CHOICES:**

- a. The pupils are asked to draw and colour a picture of the baby deer.
- b. Pupils are asked to write about an occasion when they were kind to an animal.

7. **SONG:** 'Gently laughs the Donkey.' (Page 126)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are given a drawing of a flower on which they are to record acts of kindness and respect they showed to animals during the course of the week.

A KIND HUNTER

Nasir-ud-Din was a servant of a king. He was fond of hunting. One day, when he was out hunting, he saw a very pretty baby deer.

He thought it would make a lovely pet for his children who would love and take care of it. He caught the animal, put it over his horse and rode on. The mother deer soon discovered that her baby had been taken away. It was a great shock to her.

She was very unhappy because she could not get it back. She began following the hunter. Meanwhile, Nasir-ud-Din kept looking at the baby deer and thought to himself what a good catch he had made. He knew that his children would love it.

After a little while, he realized that something was following him and he turned to see the mother deer. He could see the great sadness in her eyes. She seemed to be saying to him, "You have caught my baby so what do I care if you kill me? There is no life for me without my baby."

Nasir-ud-Din took pity on the mother and let the little deer free. The mother licked her baby and they both jumped happily away into the forest. They disappeared from sight but not without the mother first turning to look back as if to say, "Thank you."

When the good man went to bed that night he dreamt the Prophet Muhammed who said to him, "Nasir-ud-Din, Allah has put your name on the list of rulers and you are to become a king. But take care! Just as you took pity on the deer, so you must also show kindness to Allah's human creatures. Beware you don't forget them!"

LESSON: 13

VALUE: Love

SUB-VALUE: Compassion

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will appreciate the importance of showing compassion to all beings/creatures.*

1. **SET INDUCTION:**

Pupils discuss a drawing of an injured dog lying by the roadside. People pass by and completely ignore it.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'Help ever, hurt never!'

4. **STORY:** 'The Trapped Pig'

5. **DISCUSSION:**

1. Who was Abraham Lincoln?
2. Where was he going?
3. What did he see?
4. How do you think the pig was feeling?
5. What did Abraham Lincoln do?
6. What would you have done?
7. How do you think the pig felt when it got out of the mud?

8. How did Lincoln describe his feeling for the suffering animal?

9. What words would you use to describe Abraham Lincoln?

6. **ACTIVITY CHOICES:**

a. Compose a thought on “Compassion.”

b. Pupils are requested to draw up a list of ten words that are related to “Compassion” eg. Caring

7. **SONG:** ‘Try a Little Kindness’ (Page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to show acts of compassion to an animal and to make a note of them for sharing with the class.

THE TRAPPED PIG

One day Abraham Lincoln, while he was the President of the United States of America, was on his way to attend a Senate meeting. While driving along, he looked out of the window of his car and saw a pig stuck in a mud hole. The pig was struggling very hard to get out. However, the harder he tried and the more he struggled to get out, the more he was sucked into the mud because it was very sticky and deep.

On seeing this, Abraham Lincoln immediately requested the driver to stop the car. He got out and went to the helpless pig, which was crying out pitifully. He bent down, lifted it out of the mud and gently placed it on the dry ground. In the process of helping the poor pig, his new suit became soiled all over with mud. Without bothering about it, however he continued on his way to the Senate meeting.

When he arrived, the members of the Senate were shocked to see the condition of the President’s clothes and anxiously enquired as to whether there had been an accident and if Mr. Lincoln had been hurt in any way. But the driver quickly put their fears to rest by narrating the whole incident.

They all began to praise him but the President merely shrugged off their praise and said, “Friends, I do not know whether I have lessened the pain of the pig, but the truth is, that looking at its suffering, I felt deep pain in my mind. My heart was in anguish and it was to relieve my pain that I lifted the poor animal out of the mud.”

LESSON:	14
VALUE:	Love
SUB-VALUE:	Helpfulness
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware of the need to help others.</i>

1. **SET INDUCTION:**

Pupils are encouraged to briefly share experiences of helping someone who was in distress.

How did you feel when you helped?

How do you think the person whom you helped felt?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'In about the same degree as you are helpful, you will be happy'.

'Even if it is a little thing, do something for those who have need of help.'

The teacher may choose to use a Bible reference *"In as much as you have done it to these the least of my brethren you have done it onto me."*

4. **STORY:** 'The Good Samaritan.'

5. **DISCUSSION:**

1. Where was the traveller going?
2. What happened to him?
3. How did the priest react when he saw the traveller lying on the road?
4. How did the Levite respond to the traveller lying on the roadside?

5. How did the injured traveller feel after he was ignored by both the Priest and the Levite?
6. What did the Samaritan do?
7. What quality/qualities does the Samaritan show?
8. Would you have behaved like the priest, the Levite or the Samaritan?
9. Would you help someone whom you do not like? Give reasons.
10. Would you help someone whom you do not know? Give reasons.

6. **ACTIVITY CHOICES:**

- a. Pupils are asked to dramatise the scene between the Samaritan and the injured traveller.
- b. Pupils are asked to draw and colour any scene from the story.
- c. Write a few sentences about an occasion when you gave something which you loved dearly to someone.

7. **SONG:** 'Try a Little Kindness' (Page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to try and help someone who is in distress.

They are to make a note of it for sharing with class.

THE GOOD SAMARITAN

Once a lawyer asked Jesus, “Who is my neighbour?” Jesus answered by telling him a story: A man travelling from Jerusalem to Jericho was attacked by robbers. They took everything he had, even his clothes, beat him senseless and then left him lying on the road, half-dead. A priest happened to go along the same road, but when he saw the wounded man he went past on the opposite side as quickly as he could. Then a Levite, one of those who praise God in the Temple services, came by. He glanced at the wounded man. Then he too passed by on the other side. Finally, a Samaritan traveller came to where the man was lying.’

At the word ‘Samaritan’ the lawyer’s face became scornful. Like every Jew, he hated the Samaritans. They were the descendants of foreigners whom the Jews had found living in their country when they had returned from exile in Babylon, five hundred and fifty years before. They were called Samaritans because they had been exiled to Samaria, part of the kingdom of Israel, by the Assyrians who had conquered them. These foreigners believed that there were many different gods, each one ruling his own country. If you lived in a country, you had to worship the god of that country. So when they came to live in Samaria, the foreigners worshipped the God of Israel, Jehovah.

When the Jews returned and began to build God’s temple at Jerusalem, the Samaritans wanted to help. But the Jews would not let them, for they thought that the Samaritans did not worship God in the right way. This led to bitter quarrelling which grew worse and worse as the years went by, until nobody could hate anyone more than a Samaritan hated a Jew.

So the lawyer was certain that the passing Samaritan would not help the robbed and wounded man from Jerusalem. He was wrong, however. “The Samaritan pitied the poor man lying by the road, “Jesus continued, ‘He went to him, washed his wounds with wine to clean them, and oil to soothe them, then bound them up. He placed him on his own donkey, took him to an inn, where he looked to his every need himself.

The next day, the Samaritan had to leave the inn, because he had business to attend to, but the Jew was still badly hurt and it was necessary to leave him at the inn until he was better. The Samaritan took out some money, gave it to the innkeeper and said, “Please look after my friend and give him all that he needs. I think this will be enough to pay for everything, but if you are put to any extra expense, I will repay you when I come back this way.”

“Now,” said Jesus to the lawyer, “Which of these three men proves to be a good neighbour to the man who was robbed and beaten?” The lawyer did not want to answer at first, and even when he did, he could hardly bear to say, “the Samaritan”. Instead he mumbled, “I suppose it was the man who took on the wounded traveller.”

“Yes,” said Jesus. “Then go and do the same yourself.”

LESSON:	15
VALUE:	Non-Violence
SUB-VALUE:	Service
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware of the need to help others.</i>

1. **SET INDUCTION:**

The teacher writes the word ‘Service’ on the chalkboard. What does it mean?
Pupils are invited to tell of instances when they engaged in acts of service.

Is it necessary to serve? Give reasons for your answer.

How do you feel when you serve?

How do those whom you serve feel?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

“Service to Man is Service to God”. (Sai Baba)
“Love all, serve all.” (Sai Baba)

The teacher may choose to use a Bible reference “In as much as you have done it to these the least of my brethren you have done it onto me.”

4. **STORY:** ‘Serve Others’

5. **DISCUSSION:**

1. What was Mensah’s occupation?
2. What did Mensah often do when he went to sleep?
3. Who promised to visit Mensah?
4. What preparations did Mensah make for the Lord’s visit?

5. If the Lord told you he would come to visit you, what preparations would you make? How would you feel?
6. Who was the first person who came by as Mensah awaited the Lord?
7. How did Mensah serve the old man?
8. How did Mensah serve the old woman?
9. How did Mensah serve the mother and her baby?
10. Why was Mensah disappointed at the end of the day?
11. What did he see when the light appeared?
12. Why did God embrace and bless Mensah?
13. What qualities do you admire in Mensah?
14. What do you think is the message of the story?

6. **ACTIVITY CHOICES:**

- a. Draw and colour any of the following scenes:
 - (i) Mensah serving the old man
 - (ii) Mensah serving the old woman
 - (iii) Mensah serving the mother and baby.
- b. Make up two slogans on “Service” eg. “To love is to serve.”

7. **SONG:** ‘Love all, Serve all’

8. **FOLLOW-UP AND LIFE APPLICATION:**

Make a note of every occasion when you served/helped someone. Make an effort to include someone who is less fortunate than you, for example, a beggar or someone who is physically challenged.

SERVE OTHERS

Mensah was a farm labourer who lived in one of the coolest towns in Ghana. He almost always slept with scripture books piled upon his head and scripture quotations upon his chest. Some of these quotations read: "Behold, I stand at the door and knock. If anyone hears my voice and opens the door I will enter into it and sit down and dine with him and he, with me". Another one was: "To him that overcometh, I will grant to sit with me on my throne, even as I also overcometh and sat down with my father on His throne."

One day, the Lord appeared to him in his sleep and promised to visit him. When Mensah got up at dawn he hurriedly finished his household chores and prepared some breakfast which was of course twice as much as his normal portion. He knew Christ would come to him. Whilst he was sitting down waiting for the arrival of the Lord, the first man that met his sight was the watchman of some rich man. There was a heavy downpour of rain so the weather became chilly. This watchman had to finish his work before his master woke up and opened his door.

The immediate thought that flashed into Mensah's mind was that the old man was tired and was feeling cold so he should warm his weak body by taking hot tea. While the old man was shivering outside, Mensah called him and served him tea. The old man thanked him and went away.

Another person Mensah found was an old woman who was so hungry and cold that she could not take a step forward. Mensah called her and gave her his rag to warm herself and fed her with his tea. She took leave after blessing him.

As Mensah was quietly waiting for the Lord's arrival, he caught sight of a mother passing with her baby crying for food. He called them and did the same thing to them. He gave her his late wife's dress which the woman took with much gratitude.

It was too late for Mensah to expect the Lord as the sun was setting and darkness had begun to cover the land. So he sat on a chair on the verandah of his room with a feeling of sorrow and disappointment. Suppose the Lord came then, what treat should he give Him? He had nothing in store. Just as this thought entered his mind, some light appeared and it was no other person than the watchman. He passed by and thanked him. Next came the feeble, old woman; she too passed by and blessed him. The last was the mother with the baby; they too passed by with joy. And who was that other person? It was God Himself. He embraced him, blessed him and vanished.

SONG

Love all, Serve all
Listen to the call of the Lord
Love all, Serve all
This is the call of the Lord
If you love the Lord then you must love all
If you Serve the Lord
Then you must serve all.
Love all, Serve all
Listen to the call of the Lord
Love all, Serve all
This is the call of the Lord.
See no evil, hear no evil, speak no evil
Says the Lord
Think no evil, do no evil
Love all, Serve all
Says the Lord.

LESSON: 16

VALUE: Non-Violence

SUB-VALUE: Compassion

AGE: 7 - 9 years

TIME: 25 minutes

OBJECTIVE: Pupils will become aware of: (a) the meaning of compassion
(b) the need to show compassion

1. **SET INDUCTION:**

Pupils are encouraged to describe their reactions to the following situations:

- a. they see their friends throwing stones at a stray dog and
- b. they observe small boys torturing insects.

2. **SILENT SITTING/TUNING IN :**

Ask the students to sit quietly and take them for an imaginary walk in the woods.

3. **QUOTATION/PRAYER:**

Do not hurt in thought, word or deed."

The teacher may choose to use a Bible reference "In as much as you have done it to these the least of my brethren you have done it onto me."

4. **STORY:** 'The Lion and the Mouse'

5. **DISCUSSION:**

1. How did the mouse find himself in the lion's den?
2. What happened when the lion woke up?
3. How did the mouse prevent the lion from eating him?
4. If you were the lion, what would you have done?
5. What happened to the lion while he was out hunting?
6. Why do you think the mouse went to the lion's rescue?

7. How do you think the lion felt?
8. How did the mouse feel?
9. What quality does the lion show in sparing the life of the mouse?

6. **ACTIVITY CHOICES:**

- a. Ask pupils to act out parts of the story.
- b. Draw any scene from the story.

7. **SONG:** ‘Love the Good You See in All’ (Page 144)
or
‘Try a Little Kindness’ (Page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to make a note of occasions when they showed compassion to a person or an animal.

THE LION AND THE MOUSE

Once there lived a lion who was as brave as he was beautiful. All the creatures of the jungle lived in fear of him. One day, after a busy day's hunting, the lion was lying in his cave, sleeping after a heavy meal. It so happened that a tiny mouse was running by and absent-mindedly ran into the lion's den, not realizing where he was. A second or two later, when he saw that he had run right into the lion's den, he panicked and tried to get out, but it was too late. The lion, just waking up from his afternoon nap, noticed the little fellow running for his life towards the mouth of the cave. Lifting up one mighty paw, he brought it down like a clamp on the terrified creature's back.

“Ha, ha!” roared the lion, “Now I've got you and I will not let you go. How dare you enter my cave!”

At first, the mouse was too frightened to utter a single word. Then he summoned up all his courage and in a trembling voice, pleaded, “G-g-great lion, m-master of all animals, forgive such a wretched creature as myself for daring to enter your den, but I lost my way.”

The lion did not say a word. So the mouse, who, though very tiny, had a quick mind, said, “Great Lord, how could you, the King of the Jungle, the most majestic and magnificent of all creatures, lower yourself to the point where your noble paw would be soiled with the blood of a mere rodent?”

The lion released some of his grip on the mouse. Encouraged, the clever mouse continued, “You never know. Maybe one day I will be of some use to you.” At this, the lion laughed heartily, but he lifted his paw and let the little animal go. As quickly as he could, the mouse dashed out of the cave gratefully calling out behind him as he went, “Thank you, thank you kind sir; I will not forget this kindness.”

Many days and weeks passed by. Then one day, while out hunting, the lion got caught in a trap. The more he struggled, the more entwined he became in the rope. He let out a great roar but to no avail. That very same mouse, who was looking for food in the neighbourhood, heard the lion's roar. It sounded familiar to him. So he went to see what was happening. He found the great lion caught in a rope trap. Immediately, he recognised the lion as the one which had let him go.

Quick as a flash, the mouse ran to the lion and started to gnaw his way through the ropes. After the mouse had been chewing for what seemed like a long, long time, the thick ropes fell away and the lion was free once more.

Before going away, the mouse said, “I am so glad to be of some assistance to you, great lion. One good deed deserves another.”

LESSON: 17

VALUE: Non-Violence

SUB-VALUE: Forgiveness

AGE: 9 - 11 years

TIME: 35 minutes

OBJECTIVE: *Pupils will become aware of the need to forgive, in spite of any wrongs committed against them.*

1. **SET INDUCTION:**

Discuss with pupils their reaction to instances when someone causes them hurt.

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAAYER:**

'To err is human, to forgive is divine'.

4. **STORY:** 'Good for Evil'

5. **DISCUSSION:**

1. What attracted the traveller?
2. How did he try to get a mango?
3. What happened when he threw the stone?
4. How did the King react?
5. How did the traveller feel in the King's presence?
6. How would you have felt if you were the traveller?
7. Why did the King forgive him?

8. How do you think the traveller felt at the King's decision?

9. Would you have forgiven the traveller?
Give reasons for your answer.

6. **ACTIVITY CHOICES:**

a. Role-play the part of the story where the traveller is summoned before the king.

b. Draw a picture of a mango tree and list several ways in which it serves man.

7. **SONG:** "Try a Little Kindness" (page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Record instances when someone hurt you and you were forgiving.

GOOD FOR EVIL

Once the King of a far-away country was resting on a hot afternoon in the cool shade of a mango grove. A weary, thirsty traveller was trudging along the road which was so hot that it scorched the soles of his feet. Lifting up his head, he sighted the juicy mangoes dangling from the branches of the mango trees. He could not resist the temptation of picking a juicy mango to quench his thirst, so he picked up a stone, took aim and flung it at the tempting fruits.

Unknowingly, he hit the king, who was sitting under the tree. “Who dares to hit me with a stone?” roared the startled king. His body guard ran out and within minutes, ushered in the terrified traveller. The king was surprised to see this poor man who had dared to hurl a stone at him.

Falling on his knees before the king, the man pleaded in a quaking voice, “P ... p ...p ... pardon me Sir, I d d ... did not see you sitting behind the hedge. I was hungry and aimed a stone at the mango, but most unfortunately, it hit you Majesty. O Protector of the Helpless, I beg you to please spare my life.”

Fortunately, the king was a kind-hearted person. He had acquired a compassionate attitude towards life from study of the scriptures and association with saints and even his smallest deeds were coloured with that attitude.

As the poor man stood before him trembling, the King thought: “What a wonderful thing a tree is! It offers its shade to everyone, even those who cut off its branches with an axe. It willingly gives up its fruits even to those who hit it with a stone. Surely, a man should be at least as magnanimous as a tree! He too should be able to extend charity to one who hurts him. In this instance this poor man did not even know I was resting under the tree. His only fault was to try and satisfy his thirst and hunger.” Thinking thus, he called his treasurer and ordered him to see that the man was given food and drink and some money to take with him.

The man fell on his knees and thanked the king profusely.

LESSON:	18
VALUE:	Non-Violence
SUB-VALUE:	Forgiveness
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will become aware that forgiveness is an important aspect of love.</i>

1. **SET INDUCTION:**

Pupils are encouraged to briefly share experiences about occasions when they forgave someone who had done them wrong or when pupils were forgiven for wrongs committed.

How do you feel when you forgive?

How do you think the person who has been forgiven feels?

When you forgive someone what are you showing?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

‘Be ye kind one to another, tender-hearted, forgiving one another, even as God for Christ’s sake hath forgiven you.’ (Bible, Ephesians 4.32)

‘To err is human, to forgive is divine’.

4. **STORY:** ‘The Prodigal Son’

5. **DISCUSSION:**

1. What did the younger son say to his father?
2. What did the father do?

3. What did the younger son do with his share?
4. How did he spend his time in the distant land?
5. What happened after he had spent all his money?
6. What did he do for a living?
7. What misfortune did he suffer?
8. What did he do eventually?
9. How would you have felt to return home?
10. How did his father feel when he saw him?
11. What kind of welcome did the son receive?
12. How did his brother react? Why?
13. Why do you think his father forgave him?
14. What quality/qualities did the father show towards his younger son?

6. **ACTIVITY CHOICES:**

- a. Pupils are asked to compose two slogans on ‘forgiveness’.
- b. Write a composition about an occasion when you forgave someone or someone forgave you.

7. **SONG:** “Try a Little Kindness” (page 139)

8. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are asked to practise acts of forgiveness and to make a note of them. These will be shared with the class.

THE PRODIGAL SON

There was once a man who had two sons. The younger one said to him, “Father, give me now the share of the property you intend to leave me when you die.” So the father divided up his estate and gave the younger son his share. A few days later the young man sold everything he had been given, took the money and journeyed into a distant land. There he wasted the money in a life of idleness and pleasure with no thought of what he would do when his wealth was gone. When he had spent all he had, there came a terrible famine throughout the country where he was living, and he began to be in need. He was forced to hire himself out to one of the local farmers, who sent him into the fields to look after his pigs. He was so hungry that he was ready to eat the carob-tree pods which were given to the pigs, for nobody gave him any food at all.

Then he came to his senses. “How many of my father’s paid men have more than enough to eat,” he thought, “And here am I dying of hunger? I will go to my father and I will say to him, *Father, I have sinned against Heaven and against you. I am no longer fit to be your son. Treat me as one of your hired servants.*”

So he set off to go to his father. But while he was still far away, his father saw him and was filled with pity for the pathetic, ragged figure. He ran to him and threw his arms around him and kissed him. The son began to say, “Father, I have sinned against Heaven and you and do not deserve to be called a son of yours any longer.” But before he could say more his father called the servants. “Bring the best robe I have and put it on him,” he said. “Bring a ring for his finger and sandals for his feet. Fetch the fatted calf and kill it, and let us feast and make merry. For this son of mine was dead and is alive again. He was lost and is found.”

Now the older son was out working on the farm. When he was returning, he heard the sound of music and dancing. He called a servant and asked him what was happening. “Your brother has returned,” the man said, “And your father has killed the fatted calf because he is so glad to have him back safe and sound.”

The brother was angry and refused to go in. His father came out and pleaded with him, but he replied, “I have slaved for you all these years. Not once have I disobeyed any order you gave me, yet you have never given me so much as a kid that I might enjoy myself with my friends. But as soon as this son of yours – who has wasted your money with evil companions – returns, you kill the fatted calf for him!”

“My dear boy,” said his father, “We are always together, you and me, and everything I have is yours. But this was a day when we had to rejoice, because this brother of yours was dead and has been restored to life. He was lost and has been found.”

LESSON: 19

VALUE: Non-Violence

SUB-VALUE: Brotherhood

AGE: 11 years and over

TIME: 40 minutes

OBJECTIVE: *Pupils will recognize that being concerned about the welfare of others is an important aspect of brotherhood.*

1. **SET INDUCTION:**

The teacher initiates discussion on ‘Brotherhood.’

What does ‘brotherhood’ mean?

How do we show ‘brotherhood’?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

‘Men are millions, but the Father is One.’

4. **DISCUSSION:**

1. What was the name of Muhammad’s friend?
2. Why was it difficult to tell Abu-Dharr from his servant?
3. Why was Muhammed dressed like his servant?
4. What is meant by “Your servants are your brothers”?
5. Must someone have the same parents as you in order for you to show brotherhood? Give reasons for your answer.
6. Give three examples of how you can show brotherhood among your friends.

7. Give three examples of how we can develop brotherhood in our society.

5. **ACTIVITY CHOICES:**

1. Pupils are requested to draw up a list of twelve words which are related to 'Brotherhood'. e.g. Unity

6. **SONG:** 'You and Me' (Page 163)

7. **FOLLOW-UP AND LIFE APPLICATION:**

Pupils are requested to practise actions which show brotherhood and to make a note of them. These will be shared with the class.

STORY

The Prophet Muhammad had a friend called Abu-Dharr. One day another friend saw him in the street. Abu-Dharr was walking with his servant but it was difficult to tell the one from the other because they were both dressed in the same kind of clothes – the rich man and the poor man.

“Why are you wearing the same garments, Abu-Dharr – you are a rich man and he is your servant?”

Abu-Dharr replied, “Once I heard Muhammad, the Messenger of Allah say, “Your servants are your brothers; Allah has put them under your care. You must feed your servant with what you eat and dress him with what you wear. You mustn't give him too much work to do, but if you do overburden him you must help him to do it.”

LESSON:	20
VALUE:	Non-Violence
SUB-VALUE:	Justice
AGE:	9 - 11 years
TIME:	35 minutes
OBJECTIVE:	<i>Pupils will understand that they must be just/fair in their dealings with others.</i>

1. **SET INDUCTION:**

The teacher elicits pupils' responses to the following:

Have you ever been in a situation in which someone was unfair/unjust to you?

Give a few examples of situations in which you thought you were treated fairly/justly?

2. **SILENT SITTING/TUNING IN :**

The pupils are requested to sit quietly and close their eyes while the teacher repeats the quotation slowly.

3. **QUOTATION/PRAYER:**

'All God's creatures are His family, and he is the most beloved of God who does good to God and His creatures.' – Muhammad

'Keep hatred from you, let nothing tempt your mind to violence, hold on to love.' - Zoroastrianism

4. **DISCUSSION:**

1. What injustice did Moses find at the well?
2. What would you have done if you were at the well?
3. What bothered Moses at the palace?
4. Why did he flee from Egypt?

5. What qualities did he show as a shepherd?
6. For what task did God choose Moses?
7. Why do you think Moses was suited to the task?

5. **ACTIVITY CHOICES:**

1. Pupils are asked to write three sentences on what “Justice means to them
e.g. “Justice means”
2. Draw and colour the scene at the well.

6. **SONG:** *‘I will do what is just’ (To the tune of ‘I will do what is right’ on page 103)*

7. **FOLLOW-UP AND LIFE APPLICATION:**

1. Make a note of at least one occasion when you thought you treated someone justly.
2. Set up a classroom mailbox where students can anonymously deposit an account of an unresolved injustice in their life.

Designate one student as judge and others as jurors, advocates, journalists, witnesses etc. and conduct a trial.

MOSES – LOVER OF JUSTICE

Many thousands of years ago, in about 1300 B.C., a young man was resting near a well as seven young maidens came to draw enough water for their flock of sheep. But try as they might, they were constantly pushed away by the rough and stronger men who had also come there for water. The young man, seeing the injustice, came to the rescue, holding the ruffians back as he helped the seven sisters draw their water.

Before the girls left, they thanked the helpful man. He told them, “Do not thank me. Thank that which caused me to be here.” It was evident that the hero had great wisdom and much humility as well as love for equality.

This story comes from the Bible and the young man is none other than Moses, the hero who later led the Jewish people to freedom.

As a child, Moses was brought up in the court of the Pharaoh of Egypt and was given all the honors of a prince. However, when Moses became a man, he discovered that, although he was raised as an Egyptian, he had really been born Jewish. This weighed heavily on his mind, for although he lived in the palace, he would often walk among the Jews, who were slaves of the Egyptians. The injustice of what he witnessed finally became too much for him. After stopping a soldier from whipping a slave, Moses fled from Egypt.

In his new life, Moses lived in the country and tended sheep. He was, everyone thought, the most considerate of shepherds. Once a lamb ran away from the flock. Moses followed the lamb and found it drinking water from a pond.

This caring shepherd spoke to the lamb, “I didn’t know that you ran all this way just because you were thirsty. You must be very tired now after running so far.” And so Moses gently picked up the lamb, placed it on his shoulders, and carried it back to the flock.

While leading a quiet life as a shepherd, Moses had an experience that would change history. The Bible tells us that one day, on the hills of Mount Sinai, God called upon Moses to set his people, the Jewish slaves of Egypt, free. Moses could not believe that he had been chosen to do this huge task, a job that he felt unfit for.

“How can I lead sixty thousand people?” he asked. “How shall I feed them? How shall I protect them?” In spite of his doubts, his desire to bring freedom and justice to his people was greater than his concern for himself.

Moses set out on his task. It was not an easy one and was filled with much suffering and many strange events. However, wherever he went on this journey, a greater truth accompanied him, and always present was his belief in justice. So Moses did indeed lead his people out of Egypt – lead them from slavery to freedom.

The word EDUCARE has its origin in the Latin word *educare* which means to *elicit*. EDUCARE has two aspects, the worldly and the spiritual. Worldly knowledge brings out the latent knowledge pertaining to the physical world. Spiritual education brings out the inherent divinity in man. So, both worldly and spiritual education are essential, without which the human life has no value."

Sathya Sai Baba

"EDUCARE is the philosophy of education that underpins Sathya Sai Education in Human Values (SSEHV). It is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values and the divinity that are inherent there."

Sathya Sai Baba

Just as two wings are essential for a bird to fly high in the sky, two wheels for a cart to move, so too, the two types of education are needed for man to attain the goal of life. Spiritual education is for **life**, whereas worldly education is for a **living**. Only when man is equipped with these two aspects of education, can he be deserving of respect and adoration in society.

Sathya Sai Baba

"We want our children to become warm, decent human beings who reach out generously to those in need. We hope they find values and ideals to give their lives purpose so they can contribute to the world to make it a better place because they have lived in it. Intelligence, success and high achievement are worthy goals, but they mean nothing if our children are not basically kind and loving people."

Neil Kurshan

"We consider certain fundamental values to be essential to international relations in the twenty-first century. These include: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility. In order to translate these shared values into actions, we have identified key objectives to which we assign special significance."

The United Nations Millennium Declaration, 2000