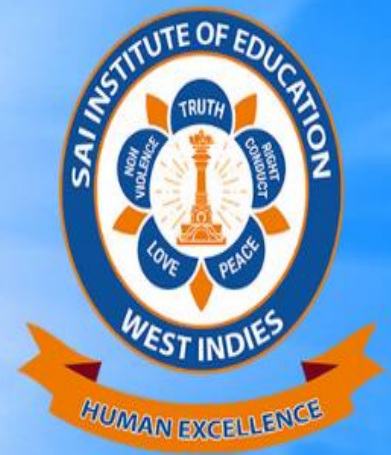


Sathya Sai Education In Human Values

Integrated Approach



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Integrated Approach

Compiled by

SIEWI Board Members and Syllabus Committee

2004

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Foreword

The mission of Sathya Sai Baba has a large educational component. His mission includes the education and re-education of mankind. That is the reason He has established many educational institutions. He tells us that the knowledge that we obtain in the educational institutions of today is only information-oriented. Universities are busy developing different courses and programs to be taught, but are we not aware of the real subject which they should teach. What is the subject? It is *atma vidya*, spiritual knowledge, which is the basis of all education. It is the absence of spirituality that is responsible for all problems, violence, agitation and strife throughout the world today. Education has to be reformed, and the reform should be related to the nurturing of the *five basic human values*, without which education has no meaning and life itself is devoid of purpose, says Sathya Sai Baba.

Reform of education is therefore an urgent necessity. It is the reason for the establishment of Sai Schools and Institutes of Sathya Sai Education in so many countries. The central objective is to propagate the ideals of Sathya Sai Education and Human Values so that our children may be brought up in an environment of love and truth, and become exemplary citizens of the world.

Tajmool Hosein
Chairman, Sai Institute of Education West Indies
July 2004

INTRODUCTION

THE SAI INSTITUTE OF EDUCATION WEST INDIES (SIEWI)

The Sai Institute of Education West Indies (SIEWI) was inaugurated on February 8th 2004. It is one of a chain of Institutes of Sathya Sai Education that have been established worldwide for the propagation of human values in schools, communities and the workplace. The SIEWI is listed with recognized Institutes of Sathya Sai Education across the globe, including the Institute of Sathya Sai Education, Mumbai, India, the African Institute of Sathya Sai Education, Zambia, the Australian Institute of Sathya Sai Education and the Institute of Sathya Sai Education, Philippines.

The Sathya Sai Education in Human Values (SSEHV) program derives its inspiration from world renowned educator, Sathya Sai Baba, who served as Chancellor of the Sri Sathya Sai Institute of Higher Learning in South India. This Institute was recognized by the Government of India as a University and has been applying the education in human values program in its curriculum with great success. The program is both universal and secular in character and is accepted by people of all faiths.

Sathya Sai Baba has declared that *'The end of Education is Character.'* Within recent times there has been an increased awareness among educators, parents and the general public of the need to provide education for children that not only emphasizes academic excellence but also excellence in character. Hence, the main thrust of the Sai Institute of Education West Indies and the ultimate goal of the SSEHV program is the blossoming of human excellence, which is to be achieved through imparting values to the growing personalities of young children.

The main objective of the Institute - which is values education- is reflected in the Trinidad and Tobago (1994) Education Policy Paper, 1993-2003 White Paper that states in its philosophy and national objectives, "We believe, ethical and moral concerns are central to human development and survival. Fundamental constructs such as 'decency', 'justice', 'respect', 'kindness', 'equality', 'love', 'honesty' and 'sensitivity' are major determinants of the survival of our multicultural society."

A major goal of the Institute is to sensitize educators to the three teaching approaches identified by the SSEHV Program:

- i. The Indirect Approach
- ii The Indirect Co-curricular approach
- iii The Direct approach

Additionally, the SIEWI plans to offer values-based parenting workshops to help parents improve their parenting skills so as to nurture more holistically balanced children who will be better able to cope with the numerous challenges of an ever-changing society.

“Real education should enable one to utilise the knowledge one has acquired to meet the challenges of life and to make all human beings happy as far as possible.”

AIMS AND OBJECTIVES OF THE SIEWI

In keeping with the aims and objectives of Institutes of Sathya Sai Education throughout the world, these were formulated similarly and along lines established and used in countries both eastern and western.

- To propagate the ideals of Sathya Sai Education in pre-primary, primary and secondary schools.
- To act as a centre for training teachers and educators in Sathya Sai Education.
- To conduct teacher training seminars and workshops in Trinidad and Tobago and the Caribbean.
- To develop new materials for teachers as well as to continually study and improve on the techniques, methodologies, course content and lesson plans.
- To provide research material.
- To conduct research to assess the impact of Sathya Sai Education.
- To monitor implementation, progress of the program and to redesign and re-plan as necessary.
- To encourage teachers and administrators to become instruments to draw out the good qualities that are inherent in all persons.
- Training in Sathya Sai Education for non-professional teachers through conducting seminars, workshops in SSEHV methodology, Educare and Parenting programs.

COURSE CONTENT

This aspect will incorporate methodologies under the following headings;

1. The Five Basic Human Values
2. Teaching Methodologies – approaches and teaching techniques
3. Basic elements in Child psychology with specific reference to peculiarities, characteristics of particular age groups.
4. Character and moral development
5. Presentation skills
6. Spiritual Practices
7. Integrating Values in lessons
8. Educare: Concept and Parenting

EXPANSION OF COURSE CONTENT

1. Sathya Sai Education in Human Values
 - Incorporating Truth, Right Action, Peace, Love and Non-Violence in the subject areas as it applies to everyday life
 - Explanation of the Five Human Values
2. **Teaching Methodology/Presentation Skills**
 - Use of values-based examples in teaching
 - Use of technology in presentation
 - Audio/visual aids: charts, models etc
 - Direct, Indirect and Co-curricular
3. **Child Psychology**
 - Recognize the peculiarities of the child at each age level: Social, Physical, Intellectual, Cultural, Emotional and Spiritual (S.P.I.C.E.S.)
 - Methods of dealing with special children. Do case studies
4. **Children's Moral development/Character development**
 - Opportunities to experience the human values
 - Integrating values in lessons
 - Goal setting
 - Expansion to different levels of moral development depending on age
 - Physical and emotional growth
5. **Education and Management**
 - Class management
 - Methods of record keeping: rolls, progress sheets etc.

6. **Research in Education**

- Ability to access information to improve one's skills.
- Ability to monitor the progress of the class. Continuous records need to be kept.
- Evaluation exercises

7. **Spiritual Practices**

- Daily routine activities, for example, cleanliness, saying prayers, obedience to parents etc.
- Silent sitting and/or reflection or tuning in – different age groups

THE FIVE BASIC HUMAN VALUES

Truth – Truth is the quantum of energy with which we live. Truth does not change or cease to be.

Right Action – What you think, that you become. Think good, see good, do good, be good.

Peace – Peace begins with a smile. Peace is the deep reservoir of inherent mental calm.

Love – Love is pure energy flowing like the sunlight, everywhere. Live in love.

Non-Violence – For the non-violent person, the whole world is one family.

TRUTH

Truth is considered the most important of the five human values. If we start with Truth, we can say that as long as I act according to my truth, according to my own heart, I am right. Am I? Is this truth? My truth changes with evolution. What I think is true today may be something else tomorrow. But, truth is beyond change. Truth is beyond time and space. Truth is always Truth. What is always true? Only divinity or God is beyond change.

In the Human Values Program, Truth is defined as the unison of thought, word and deed. It is also that which never changes and hence it is beyond causation. Furthermore, it is the awareness of the truth of Being. Lastly, truth is incapable of being destroyed. Since it corresponds with the intellectual domain, Truth represents the zenith of intellectual perfection and the blossoming of intuition in the individual. It is a testimony to the capacity of the intellect and the power and efficacy of intuition.

RIGHT ACTION

Right Action requires purity of heart and harmony of thought, word and deed. It is the unerring exercise of the human will. Right Conduct is concerned with developing the physical level of the personality, primarily because man uses his body to engage in action. When Love as energy permeates action, it is right action.

The three skills recommended for developing Right Conduct are “self-help skills,” “social skills” and “ethical skills”.

Right Conduct is based on the premise that each individual is regarded as a link in the chain of creation, and just as each link needs to be in good condition for the effective functioning of the chain, in the same way, each person’s conduct should be perfect for the orderly functioning of the universe.

PEACE

Peace is described as that *deep reservoir of inherent mental calm*. ‘Peace’ as a value in this Program is conceptualized as being innate in man; it is within each person simply waiting to be uncovered.

To enable Peace to blossom within the child, the Program aims at fostering the following qualities : attention, calm, concentration, dignity, discipline, endurance, focus, happiness, honesty, humility, inner silence, optimism, patience, reflection, satisfaction, self-acceptance, self-confidence, self-control, self-discipline, self-respect and understanding. The development of

these qualities results in the elimination of negative qualities and tendencies which cover the peace, that lies within.

LOVE

Within the context of this Program the definition of Love is quite broad, encompassing feelings of reverence, affection, friendship, sympathy and compassion. It is love for all life forms.

The Program seeks to expand the vision of the child, thereby expanding his circle of love until it illumines all without distinction. This type of love transforms the child into a kind, caring and compassionate being who is willing to serve others and make sacrifices. It is unselfish love which is given unconditionally and indiscriminately. It is therefore a higher form of love. It develops the super-conscious level of the human personality – this being the psychological centre of energy in a human being.

NON-VIOLENCE

Non-violence may be defined as “universal love”. It fosters the understanding that man has an obligation towards every component part of this universe and that he should try to expand his love to all.

In the context of plants and animals, non-violence means desisting from avoidable harm. It means non-violation of the law and balance of nature so that care of the environment, anti-pollution, preservation of plant and animal life, and preservation of nature becomes critical issues. With regard to human beings, it means not causing harm by one’s thoughts, word and deed.

Non-violence is described as the zenith of human achievement and perfection. It becomes a reality only when one recognizes the oneness and unity of all creation. Then there is respect for all beings regardless of colour, class, occupation, religion or nationality. It gives rise to feelings of brotherhood, harmony, understanding and appreciation of other cultures and peoples.

It's Up to You

One smile can begin a friendship

One handclasp lifts the soul

One candle wipes out darkness

One laugh will conquer gloom

One hope will raise our spirits

One touch can show you care

One life can make the difference

You see, it's up to you.

THE ROLE OF THE TEACHER

In assessing the role and effectiveness of teachers, many studies suggest that instructional and management processes are key to effectiveness. But recent interviews and survey responses about effective teaching emphasize the teacher's **affective** characteristics or social or emotional behaviours more than pedagogical practice. Moreover, the teacher's psychological influence on students has been linked to student achievement. These findings have been emphasized repeatedly by Sathya Sai Baba when he says "When a student takes to a wrong path, he ruins himself, whereas, if a teacher takes to wrong ways, he will be ruining the lives of hundreds of students; hence a teacher- on whom lies the responsibility of moulding the career of students- must cultivate virtues and lead an ideal life."

The Role of Caring

Effective teachers **care** about their students and demonstrate that they care in such a way that their students are aware of it. These include: listening, gentleness, understanding, knowledge of students as individuals, warmth, encouragement, and overall love for children.

The teacher has to help the pupil unfold and manifest the skills and qualities inherent in him and encourage him to rise to the fullest height of which he is capable. A loving teacher dedicating his life to his profession becomes a model for his admiring students. A teacher can make or mar the future of the student for he is the hero whom he desires to emulate and imitate in dress, habit, and style of living and thinking.

The Role of Fairness and Respect

An effective teacher establishes rapport and credibility with students by emphasizing modelling and practising fairness, respect and equity. Respect, understanding and fairness are demonstrated with regard to race, cultural background and gender. Effective teachers also use a wide variety of strategies to interact with students and so make a positive, caring connection with them, which plays a significant role in cultivating a positive learning environment and promoting student achievement.

If the country is to progress, teachers should mould the students as ideal citizens. Teaching is considered as one of the noblest professions and as teachers, we need to develop a passion for teaching, become dedicated to the students and show our genuine love to them by motivating and promoting their enthusiasm to learn. In our effort to develop professionally and to become more effective and enjoy teaching, we must become reflective practitioners, that is, we must carefully review our everyday practice and translate our reflection into enhancing our efficacy. Indeed, reflective practices are professional necessities crucial to lifelong learning for both teachers and students. As exemplars, a teacher should possess certain qualities of head and heart:

Five D's

- Dedication
- Discipline
- Devotion
- Discrimination
- Determination

Three P's

- Purity
- Patience
- Perseverance

Your Motto must be: “Be, Do and Tell”

RATIONALE: INTEGRATION OF VALUES INTO THE CURRICULUM

In today's post- modern age characterized by the fast- moving pace of electronics, technology and their accompanying ills, when we look at the individual, the home, the school, the community, the nation and the world, we can clearly see a reflection of the turbulent environment in the deterioration in practice of *basic human values* in daily living.

We therefore see the urgent need for the introduction and implementation of Education in Human Values Programs and more importantly the integration of SSEHV in the various areas of the school curriculum.

Education today has become very subject-oriented. Teachers are specializing in teaching a subject rather than **using** the subject as a means to help the child in his or her own development. If we believe that the purpose of education is the blossoming of human excellence, then each subject taught is simply a vehicle to help children realize their full potential.

Teaching that the composition of water is H₂O is normal academic knowledge. Teaching the value of water or the proper way to use and conserve it is Sathya Sai Education in Human Values. Values are emphasized even as the course content is being delivered. Delivery of the curriculum is enhanced because students derive more than academic knowledge. Once a teacher starts to practise values in his or her life, then value integration into the classroom and more so into the lives of our children becomes simpler. The SSEHV Integrated Approach offers an opportunity for teachers and students to develop together.

Participation in this seminar workshop will enable teachers to:

- Help children realize their full potential, emotionally and ethically, as well as intellectually.
- Promote creative, discriminatory thinking that will enable them to find ethical solutions to future problems.
- Develop positive, constructive teacher-pupil, pupil-pupil and teacher-teacher relationships.
- Pro-actively encourage pupils to be responsible contributors to society.

What is required is the commitment to nurture values in the most precious resource available:
THE MIND OF THE CHILD.

OBJECTIVES OF THE TRAINING PROGRAM

At the end of this Training Program participants will be able to:

1. Integrate the five basic values of Truth, Right Action, Peace, Love and Non-Violence in everyday life.
2. Integrate these values in the teaching-learning process.
3. Foster the development of value skills in the home, the community, the nation and the global society, at large.
4. Reflect, analyse, assess and find ethical solutions to problems they may encounter.
5. Empower themselves to attain their fullest potential through self-discipline and self-confidence.

LESSON PLAN

THEME: ALL ABOUT ME – Taking Care of Me

CLASS: Pre School

SUBJECT: LANGUAGE/LITERACY

TOPIC: Sequencing

DURATION OF LESSON: 15-20 minutes

AVERAGE AGE: 4+

PREVIOUS KNOWLEDGE: Pupils are dressed to go to school or other places. They are aware that there is an order in which things are done.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify the steps in getting ready for school.
- demonstrate the steps in order: first, second etc.
- discuss the importance of doing things in an ‘order’ or in ‘steps’.
- integrate the values of cooperation, gratitude, helpfulness, orderliness/self discipline in daily living.

RESOURCES: A doll, soap, hairbrush, toothbrush, toothpaste, powder, clothes, food, bookbag, car/bus.

SET INDUCTION: Song: ‘Here We Go Round the Mulberry Bush’. Pupils demonstrate the actions in the song, e.g. ‘This is the way we eat our food’.

CONTENT:

- STEP 1:** - Pupils are asked to identify some of the things they have to do before they come to school.

- They then discuss whether these activities can be done in any order.
- Pupils are then presented with items which they may use in getting ready for school.

Values: Just as we have things to do our parents and God have things to do.

- STEP 2:**
- Pupils discuss the order or steps in getting ready for school.
 - A doll is presented and each pupil/pair comes up and performs a task in getting the doll ready for school, i.e.: “What will we do next?”
 - Each action is corrected or verified by the other pupils.

Value: There is an order in which everything can be done.

- STEP 3:**
- Pupils respond to the following:
 - Who bathes you?
 - Do you brush your teeth by yourself? Who helps you?
 - Do you eat all your breakfast?
 - Who takes you to school? How do you get to school?
 - How do you feel about those who help you?
 - Pupils then recall the order in which they get ready for school.
 - Do we need to have an order to do things? What do you think would happen if we did not use any order to get things done?

CLOSURE: Review the main points:

By using order or steps we can get things done correctly. We make fewer mistakes when we follow steps. God has given us many steps to follow. If we follow these steps we can live our lives in the right way.

EVALUATION:

Pupils will be given a series of pictures. They will be required to put the pictures in 'order' or to show the 'steps' used to wash their hands.

VALUES: Cooperation, orderliness, gratitude, helpfulness.

LESSON PLAN

THEME: ALL ABOUT ME – Taking Care of Me

CLASS: Pre School

SUBJECT: MATHEMATICS

TOPIC: Matching Sets

DURATION OF LESSON: 15-20 minutes

AVERAGE AGE: 4+

PREVIOUS KNOWLEDGE: Pupils have performed activities required to get dressed and also to take care of themselves, on a daily basis.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify objects used in taking care of themselves.
- pair off/match objects used in taking care of themselves.
- discuss the use of each pair or set of objects.
- discuss the importance of caring for the body.
- integrate values such as love, harmony and cooperation in daily living.

RESOURCES:

Labelled flashcards, bag, objects/pictures of: soap, soap dish, brush, comb, toothbrush, toothpaste, powder, powder puff, socks, shoes.

SET INDUCTION: Game: “O’Grady/Old Lady says”

This game is used in relation to activities in caring for the body, e.g. O’Grady says to ‘brush your teeth.’ Pupils are then told that they will be looking at some important items and talking about them.

CONTENT:

- STEP 1**
- Pupils are arranged in a circle and are asked to identify objects/pictures as they are retrieved from a bag.
 - a flash card with the corresponding name is attached to the object/picture.
- STEP 2**
- Pupils are asked to assist by pairing off or matching the items which they will use together.
 - Each pair/set is identified and the use of each is discussed briefly by pupils and teacher, e.g. the toothbrush cooperates/works together with the toothpaste to keep our teeth clean.
 - Pupils show/demonstrate how they use each object.

Value: Each item has a job to do just like each one of us.

- STEP 3**
- Pupils now discuss the importance of caring for their body.
 - Each part of the body is important and has something to do. Just like each of us is important and we have jobs to do.
 - We care for our bodies so that we can be healthy. We must also care for things around us.
 - We use these items to keep our body clean. We can use prayer and kindness and love to keep our heart and speech clean.

CLOSURE: There are objects we use to keep our bodies clean. These objects have important jobs to do just as we do. We can use love, kindness, prayer and togetherness to care for our heart and speech.

EVALUATION: 1. Pupils are given pictures of items to match.

Hair brush

Soap dish

Soap

Comb

Shoes

Toothpaste

Toothbrush

Socks

VALUES: Love, working in harmony, cooperation

LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: Infant Year 11

DURATION OF LESSON: 20 Minutes

TOPIC: FRACTIONS (concept)

AVERAGE AGE: 6-7 Years

PREVIOUS KNOWLEDGE: Pupils can identify whole objects and have interacted with such in daily situations.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify that two equal pieces can make a whole.
- identify the word name '**half**' and symbol ' $1/2$ '
- integrate values such as: sharing, cooperation, teamwork/togetherness/harmony; in the lesson.

RESOURCES: Objects, cut outs, paper, flash cards, wooden shapes (square, rectangle, circle) which are separable in half.

SET INDUCTION:

Pupils are asked whether they have eaten a piece/part of a whole orange, pizza, or apple?

“Have you ever shared your fruit with your friend/brother/sister?”

“Did you share it equally?”

CONTENT

STEP 1: GROUP WORK

Pupils are given whole objects (wooden shapes) and are asked to observe and then pull/divide them into two. They observe each piece and respond to question; “Are both pieces equal?” Pupils are asked to verify this by placing one piece over the other (folding). Pieces are then put together again to form whole.

(Pupils are told that the two equal pieces form a whole when put together just as their Mother and Father together are your parents, they work together in harmony and similarly you are working as a team, sharing and cooperating).

- Shapes are then distributed to each group and they are asked to fold their shape to get two equal parts.

STEP 2:

- Pupils are asked how many equal pieces were there for each shape.
- What is the name given to each piece?
- Term 'a half' introduced and explained in terms of one part out of two equal pieces.

This is written as ' $\frac{1}{2}$ '. Pupils are asked "what name would be given for 1 out of 3 equal pieces?"....They are told that in another session they will find out.

CLOSURE: Pupils review the main points of the lesson.

When two equal parts make a whole, each equal part is called a half. This is written as ' $\frac{1}{2}$ '.

EVALUATION: Use of checklist

Pupils working individually will be given shapes: circles, squares which are cut along their diagonal to determine if they are equal parts and if they can be put together to form a whole.

VALUES: Sharing, cooperation, teamwork, God is one but shares Himself with us.

LESSON PLAN

SUBJECT: SOCIAL STUDIES

CLASS: Infant Year 11

TOPIC: Ourselves and Others

DURATION OF LESSON: 15-20 minutes

AVERAGE AGE: 6-7 Years

PREVIOUS KNOWLEDGE: Pupils interact with adults and other children on a daily basis.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify acceptable manners and courtesies
- demonstrate acceptable manners and courtesies
- identify and say the words – ‘Please’ and ‘Thank You’

RESOURCES/TEACHING AIDS:

Flash cards with words: ‘Please’ and ‘Thank You’.

SET INDUCTION (Role Play)

Teacher distributes plasticine/story books to pupils. She/he misses a few pupils –

Pupils are asked to observe each other’s reaction and behaviour.

PROCEDURE:

STEP 1 – Identify Magic Words

Teacher refers to activity of plasticine/book distribution.

1. Pupils are asked to identify any special word they should say when they receive the books. The word identified is written on chalkboard and flash card, e.g. Thank You.

2. Pupils who did not receive books are asked - "If you wanted a book or needed to let the teacher know you did not get a book – what special words would you use?" Word is written on flash card/chalkboard, e.g. 'Please,' 'Excuse Me.'

STEP 2 - Use of each word

1. A flash card is shown to pupils, they read it/identify word 'Please', 'Thank You'.
2. Pupils are asked to give examples of situations when words 'Please,' 'Thank You' can be used. Pupils Role Play – Activity to highlight the 'magic words' (3 mins)

STEP 3 - Discussion

1. Pupils are asked to explain how these words can help us in our daily living.
2. They are told that saying 'Please' and 'Thank You' are a great way of showing good manners. They help us to show respect, politeness, kindness, love etc.

CLOSURE – Review of magic words – 'Please' and 'Thank You' and when they are used.

Evaluation – Situation Response

Pupils are given a blank card and asked to write the magic word that will work best in each case.

1. Jeremy received a slice of watermelon. Which magic word should he use to help him show good manners?
2. Your friend has a toy and you would like to see/play with it. What word would you use to help you ask in a polite manner?

VALUES: - Politeness, respect, courtesy, kindness, interdependence and love

LESSON PLAN

SUBJECT: SOCIAL STUDIES

CLASS: Std. 1

DURATION OF LESSON: 25-30 minutes

TOPIC: Mapping a Journey

AVERAGE AGE: 7+

PREVIOUS KNOWLEDGE: Pupils know that the sun ‘rises’ in one direction and ‘sets’ in another. They can use simple words to give directions or location, e.g., up, down, left, right etc.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- state the four Cardinal Points.
- identify the position of objects in the classroom.
- discuss the importance of giving directions.
- integrate values such as perseverance and self- awareness in daily practices.

RESOURCES: objects in the classroom, flash cards with words: East, West, North, South.

SET INDUCTION:

Pupils are asked to state the location of items in the classroom. E.g. “Where is the chalk board?” “Where can the cupboard be found?” Pupils are also asked to point to certain items or directions, e.g. up, down, the wall, the window etc. Pupils are told that these words can help give the location of items and that they will be learning some important words which can also help, when giving directions.

PROCEDURE:

STEP 1: Identifying East and West

Pupils respond to the following:

- “Using your right hand, can you point to the direction in which the sun ‘rises’ or can be seen early in the morning?”

- “Is there a particular name for that direction?” “Should we call it ‘over there’?”

Term: ‘East’ introduced via flash card and pupils point once more to East with their right hand.

While pointing to East pupils respond to the following:

- “Using your left hand, point to the direction in which the sun ‘sets’ or is seen in the evening.”

- “Is there a name for this direction?” Term ‘West’ introduced with the aid of flash card.

Pupils are informed that the directions East and West are always opposite to each other.

STEP 2: Identifying North and South

While maintaining the same position, pupils are asked:

- “What direction are you facing?” Term ‘North’ introduced, using flash card. We face ‘North’ when ‘East’ is on our right hand side. ‘East’ is always on the right hand side of ‘North’.

- “If ‘North’ is to the front of us, what direction is behind us?” Term ‘South’ introduced with the aid of flash card. ‘South’ is always opposite to ‘North’.

Pupils are informed that they are creating a compass with their body. A compass is used to show directions.

East – where sun ‘rises’ – right hand

West – where sun ‘sets’ – left hand

North – direction we face when right hand points to the east and left hand points west.

South – opposite to North – behind us

These four directions make up the Cardinal Points.

STEP 3: Group Activity and Discussion

- Teacher calls the directions at random and pupils quickly point to each direction.

Pupils are placed into four groups:

Group 1 – North, Group 2 – East, Group 3 – South, Group 4 – West.

Each group is required to identify some objects found in their given direction.

- Each group reports to class. Information presented, is verified by pupils and teacher.
- Pupils discuss the importance or benefits of having a sense of direction (in jobs, e.g. taxi drivers, pilots). Directions lead us to places. In life we must have a sense of direction. We must work hard to reach our destination and to achieve our goals. We must choose the correct path.

CLOSURE:-

- Pupils review the Cardinal Points and how each can be identified in relation to each other.

E.g. North in relation to East, East in relation to West etc.

EVALUATION:

- List two items found on the northern side of your school.
- In what direction would you find the school's flagpole?
- What direction do you face when you enter the school gate?
- List two items found on the western side of your home?

FOLLOW-UP

- Drawing a map to show journey from home to school.

VALUES: Keeping focused, tolerance, patience, sense of belonging

LESSON PLAN

SUBJECT: SCIENCE

CLASS: Std 1

DURATION OF LESSON: 25-30 minutes

TOPIC: Wind as a Source of Energy

AVERAGE AGE: 7+

PREVIOUS KNOWLEDGE: Pupils know that food is a source of energy. All living things need energy. Household devices use energy. There are different forms of energy.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify the effects of wind, on objects.
- identify devices which use wind as a source of energy.
- incorporate values of service, love, right action and non-violence into daily activities.

RESOURCES: Record/note pad, pictures of: a windmill and sail boat

SET INDUCTION:

Pupils are taken outside to observe movements in:

- (i) animate and
- (ii) inanimate objects

Pupils compile a list based on the items which they observed were moving.

PROCEDURE:

STEP 1: Recording information

- Each group reports while list is compiled on chalkboard.
- Pupils are asked to identify from the list, those objects which were moving, with the help of the wind.

E.g. leaves blowing, trees swaying, dust being raised, paper flying about.

Pupils respond to the following:

- “Was the wind responsible for moving us to and from the classroom?”

Establish point that all living things move by their own free will but objects require ‘external forces’ for movement.
- “Do you think that all the movements observed outside required energy?”
- “Did the wind provide energy for moving the leaves and dust?” – We can therefore say that the *wind is a source of energy*.

STEP 2: Group Activity

- Pupils work in groups to identify man made devices which will need wind energy for movement. E.g. windmills, kites, sail boats, paper planes.
- Group presentation and verification of data by pupils and teacher.

STEP 3: Discussion

- Pupils discuss the importance of wind energy, e.g. windmills are used to generate electricity.
- Wind energy is provided by nature. Man has been able to design devices which use wind energy. This teaches us that we can cooperate with nature, live and work in harmony with nature and even show respect for the elements.

CLOSURE:

- Pupils review key points – effects of the wind on objects, wind as a source of energy, respect for nature.

EVALUATION:

- Pupils will be required to write at least four sentences on the effects of wind.
- List two examples of wind energy being: (a) useful (b) harmful

FOLLOW-UP

- Craft session- Design a device that uses wind e.g. fan, kite and paper plane.

VALUES: respect, cooperation, harmony, interdependence

THE THIRSTY DINGOES

By Mary Smith, Australia

In the outback country of Australia two dingoes had been travelling across the land on a very hot day. They had not had a drink of water for two days.

Suddenly, they both sniffed the air and realised there was water near-by. Through the bushes they went, following the delicious smell. They found a small pool of water. It was a cool, clean and refreshing underground spring.

The only problem was that it was big enough for only one at a time to have a drink.

The bigger dingo turned on the smaller one and started to snarl and show his big teeth. The other dog snarled back. They spent two or three minutes fighting.

They were so busy with their actions they did not see a lovely big red kangaroo hop up to the water hole and take a long cool drink, but they did hear his grunts of satisfaction and delight.

Immediately they stopped and looked at each other, and together they realised what a waste of time and energy it was to be so nasty. One at a time, they had lots of drinks, sharing with each other and their fellow Australian, Mr. Big Red Kangaroo.

LESSON PLAN

SUBJECT: LANGUAGE ARTS

CLASS: Std. 1/2

DURATION OF LESSON: 25-30 minutes

TOPIC: Comprehension

AVERAGE AGE: 7+

PREVIOUS KNOWLEDGE: Pupils have read and listened to many stories. They can read for meaning and understanding.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- make inferences based on text/passage.
- state the meanings of selected words from the passage.
- integrate values such as patience, sharing, waiting your turn and kindness into daily practice.

RESOURCES:

Passage: 'The Thirsty Dingoes' – by Mary Smith, Australia, picture of a dingo, map of Australia.

SET INDUCTION:

Pupils are shown the picture of a dingo and are asked if they know the name of the animal, and to what country they think it belongs. Map of Australia is presented to pupils and teacher informs them that they will be reading a story about two dingoes from this continent of Australia

CONTENT:

STEP 1 - Pupils read the story silently for 3-5 mins. This is followed by a read aloud by either a competent reader or teacher.

STEP 2 - Pupils then respond orally to the following questions:

(sample)

- Tell the meanings of the underlined words.
 - Where were the dingoes travelling?
 - Why do you think they had no water for two days?
 - How did they realize there was water nearby?
 - What did the dingoes find?
 - What problem did they have?
 - What was their first response to their problem?
 - Who was enjoying the water in the meantime?
 - Which words tell you that the kangaroo enjoyed the water?
- STEP 3** - Discussion of values inherent in story.

How would you have responded to the problem faced by the two dingoes?

- What made them realize that they were being foolish?

* Sometimes when we argue amongst ourselves or we spend our time unproductively we may tend to miss or allow opportunities to pass us by.
- Notice the dingoes and the kangaroo did share the water in the end. They did not snarl or threaten each other, similarly we must be kind and willing to share with others and not be selfish or 'bossy'. We must also learn to wait on our turn just as the animals took turns drinking. (Link to recess, lining up, buying from the vendor, waiting to use the taps and activities at home).

CLOSURE: New words and their meanings are revised. Values arising from the passage briefly reviewed.

EVALUATION & SUGGESTED FOLLOW-UP ACTIVITIES:

- Art: draw dingoes – write a thought about story.
- Draw scene that appeals most to you.
- Sequencing: pictures/sentences
- Dialogue between kangaroo and dingoes.
- Map work
- P.E. hopping like a kangaroo.
- Suggesting a title for story.

VALUES: friendship, trust, tolerance and awareness.

LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: Lower Junior – Std. 1/2

DURATION OF LESSON: 25-30 Minutes

TOPIC: Measurement: Money (Buy& Sell)

AVERAGE AGE: 7-8 Years

AIM: Demonstrate an understanding of money transactions.

PREVIOUS KNOWLEDGE: Pupils can identify money: coins, notes/bills and can rote count.

SPECIFIC OBJECTIVES: At the end of the lesson pupils will be able to:

- use correct combination of coins and bills in money transactions involving no change.
- suggest ways to spend and save money.
- integrate values into the lesson: interaction, thrift, interdependence, honesty.

RESOURCES: Coins, notes, objects/items for sale.

SET INDUCTION: Pupils role play: a pupil buys an item and receives more change. He returns the change to the shopkeeper. The pupils are asked what they would have done if they had gotten more or extra change. (Value of honesty briefly discussed).

CONTENT:

STEP 1: Group Activity

- Pupils are presented with an item and its cost. They are then given a bag containing notes and coins and are asked to identify the combination of coins and bills needed to purchase this item. Money combinations are displayed and verified by each group.
- Pupils identify the correct coin/bill combination required to buy one or more items.

STEP 2: Shop setting. (working in pairs)

- Pupils demonstrate to the class how they can use their money, by taking turns to buy and sell items in a shop/parlour/Café.
- Questions:
 - How much spending money do you have today?
 - How much have you spent so far?
 - Are you saving any?
 - Where did you get your money?
 - Will you be sharing your snack with your friend?

STEP 3: Discussion

- Pupils discuss other uses of money other than buying and selling:
 - Charity, lending, investing, saving, paying fees/bills/taxes.

CLOSURE:

Pupils review salient points in lesson: spending wisely, saving, earning honestly.

EVALUATION: Pupils will be required to:

Give bill/coin combination to equal \$5.00

Colour, from a set of money, the combination needed to buy different items.

VALUES: Interaction, interdependence, thrift-saving, money must be earned honestly.

FOLLOW-UP: Money transactions (coins & bills) involving change.

LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: Std. 2

DURATION OF LESSON: 25-30 Minutes

TOPIC: Catching Skills

AVERAGE AGE: 8-9 yrs.

PREVIOUS KNOWLEDGE: Pupils have played ball games and can roll a ball to each other. They can also pass a ball overhead.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- focus, track and catch a ball.
- handle equipment carefully and responsibly.
- cooperate with team-mates while performing tasks.
- integrate values such as concentration, perseverance, discipline, satisfaction in their daily living.

RESOURCES: hoops, balls, whistle.

PROCEDURE: Pupils are told that this lesson will seek to develop their catching technique. Teacher/Pupils explain why they think this technique is necessary. The importance of warming up before activities is briefly reviewed.

WARM UP ACTIVITIES

- Groups of two (circle formation)
- One (1) hoop per group
- Stretching exercises to be conducted by two (2) classmates
- Strength exercise to be conducted by a student.

DEVELOPMENT:

Teacher demonstrates catching techniques from front and side view while emphasizing teaching points.

- SKILL COMPONENTS:
- eyes focused on object throughout catch.
 - feet move to place body in line with object.
 - hands move to meet object.
 - hands and fingers slightly cupped to catch object.
 - catch and control the object with hands only.
 - bend elbows to absorb the force of object.

PROGRESSION DRILL: On the sound of whistle, partners pass object back and forth to each other for roughly two minutes, while counting the number of catches.

COOL DOWN ACTIVITY: (Teacher will decide)

CONCLUSION:

- Recap points in catching
- Safe action helps to protect us from harm. As there is a specific process involved in catching correctly/safely, so too there is a process we work through in striving to achieve our goals. We need to focus on our goals just as we focused on catching the ball. If at first we don't succeed, we must keep on trying.

LESSON PLAN

SUBJECT: LANGUAGE ARTS

CLASS: Upper Junior – Std. 3

DURATION OF LESSONS: 25-30 Minutes

TOPIC: NOUNS-Value & Function

AVERAGE AGE: 7-9 Years

PREVIOUS KNOWLEDGE: Pupils are familiar with names of items and persons and can identify such. Pupils use nouns in daily situations.

SPECIFIC OBJECTIVES: At the end of the lesson pupils will be able to:

- identify nouns (proper and common) in text and oral language by their function.
- recognize that nouns are special words which give identity, value, and self-worth.

RESOURCES:

Bag of items: cup, book, shirt etc., sentence strips, tape recorder.

SET INDUCTION: Pupils are presented with bag of items. Teacher shows each item but calls it by a different name e.g. a can of beans is called a pack of milk, a newspaper is called a tablecloth. Pupils are allowed to make corrections to the names of the items. They are asked if it is important for these items to have a name. Do they think special names are important?

CONTENT:

STEP 1: Nouns give identity to animals.

- Pupils listen to a sentence played on a tape recorder: ‘The animal is running’.

- They are asked to name the animal they thought about when the sentence was read.
- A second sentence is played: 'The dog is running'. Pupils are now asked what animal they thought about. Did they still think about the animals identified from the first sentence? Why? The word DOG gives the animal an identity, it is a naming word. In the same way pupils are told that they have a special name which gives them an identity and makes them important.

STEP 2: Nouns give identity to persons

- Teacher addresses pupil "aye boy/girl". Others are asked if they know who the teacher is calling upon. If we say "Five boys cleaned the lawn". Do we know who the five boys are? But if we call the names of the boys it has more meaning. Just as nouns have value the names of people have worth and value.

STEP 3: Nouns give identity to places

- A pupil reads a sentence: 'I am going there'.
Pupils are asked if they know exactly where the child is going. The pupil then reads a second sentence: 'I am going to the kitchen'. Pupils are asked if the name/word 'kitchen' makes a difference in the sentence.
- They are told that nouns are used to name places or to give identity to a particular place. This is important as it gives us a sense of direction and purpose.

CLOSURE

Pupils review role and value of nouns. Nouns help identify the names of persons, things, places and animals. Nouns have a very important role to perform and so too each one of us has an important role to play in daily living.

EVALUATION: Worksheet

A. Replace the underlined words with a noun.

1. It is flying. (a thing)
2. She is watering the plant (a person, a thing)
3. They are hopping (animals)

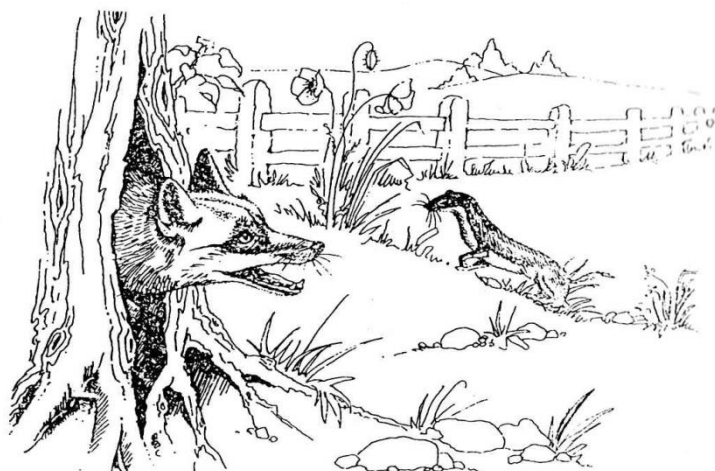
B. Fill in the blank with a suitable noun.

4. _____ and _____ are going to Mid Centre Mall in _____.

VALUES: appreciation, consideration, respect, self- esteem/worth and identity.

THE FAT FOX

A fox discovered a store of 'goodies' consisting of bread and meat which some farmers had left inside a hollow tree trunk. As he was feeling hungry he squeezed inside the narrow opening and ate all the food. There was so much food he gobbled greedily until it was all gone. But when he tried to wriggle out again his body became stuck because he had eaten so much and was puffed right out. He only managed to get his head out. He thought the tree had gotten narrower.



“Help! Help!” he cried, “the tree is shrinking and I shall be crushed to death.” Just then a weasel came past.

“Nonsense,” said the weasel, “the tree hasn’t changed, it’s you that has changed. You have eaten too much. I can’t pull you out. You will just have to sit there and wait until you get thinner again.”

“How long will that take?” pleaded the fox.

“As long as you are not tempted to take food from passers-by, probably two days,” replied the weasel.

And that is just what the poor fox had to do for the next two days.

LESSON PLAN

SUBJECT: LANGUAGE ARTS

CLASS: Std. 3/4

DURATION OF LESSON: 30-35 minutes

SUBJECT: Comprehension

AVERAGE AGE: 9+

PREVIOUS KNOWLEDGE: Pupils have read and listened to many stories. They can read for meaning and understanding.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- give the meanings of the words through the use of context clues.
- draw inferences from passage/text.
- instil values such as self control, discipline, respecting the property of others into daily practice.

RESOURCES: Story-‘The Fat Fox’, jar of marbles/sweets.

SET INDUCTION: A jar with a narrow opening is presented to pupils. The jar contains sweets/marbles. A pupil/several pupils is/are asked to retrieve as many marbles/sweets in one attempt. The others observe. (Pupil’s hand cannot come out of opening when clenched in fist.) Pupils are asked what must be done to get the hand out. – (release objects from hand). Story is then distributed and pupils asked to read silently.

CONTENT:

STEP 1: Pupils read silently for five minutes.

The story is then read aloud either by teacher or competent reader while others follow.

STEP 2: Pupils respond orally to the following:

- What did the fox discover in the hollow tree trunk?
- Why did the fox eat all the food?
- Give one word to describe the fox's action.
- Why was the fox unable to get out of the tree trunk?
- What reason did the fox give for being unable to get out?
- According to the weasel, why couldn't the fox come out?
- What advice did the weasel give to the fox? What advice would you have given?
- What moral or lesson is the story teaching us?
- Give two words to describe the weasel.

STEP 3: Discussion of story for values.

- Self-control: Because of greed the fox was unable to get out of the tree trunk.
Discuss the ill effects of greed or wanting more, especially with eating and spending habits.
- Respecting others' property: If the food belonged to someone else should the fox have eaten it? Relate to classroom – bags, pencils, money, snacks, toys etc.

- Pupils now identify/suggest meanings for underlined words in passage and a word and meaning list is compiled.

CLOSURE: Pupils review their new words and meanings and values mentioned in discussion.

EVALUATION: A. Match the word to its meaning.

Pleading	swollen
Puffed	eat/swallow quickly
Shrinking	begging
Gobbled	getting smaller in size

B. What do you understand by 'self-control?'

LESSON PLAN

SUBJECT: SOCIAL STUDIES

CLASS: Std. 4

SUB-TOPIC: Physical Features of Trinidad and Tobago

TOPIC: Landforms

DURATION OF LESSON: 35-40 minutes

AGE: 10-11 years

PREVIOUS KNOWLEDGE: Pupils have seen different landforms e.g. Rivers, mountains and plains, in the community and via field trips.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify landforms in Trinidad and Tobago.
- name and state the use of these landforms.
- recognise physical features of Trinidad and Tobago on an Atlas/map.
- imbibe values to be practised from this lesson.

RESOURCES/TEACHING AIDS:

The natural environment, maps, Atlas, pictures, our body

SET INDUCTION:

- Journal entry written by a Standard One child about a journey/trip in a helicopter is read to the class:
- “.....and I saw a very high piece of land. I also saw a big piece of flat land.....and there was water flowing close by looking like a road or a snake.”

CONTENT:

STEP 1

From the journal read, pupils are asked to name/identify:

(1) The very high piece of land (mountain)

A picture of a mountain is presented

(a) What part of your body is the highest point/part? (head)

(b) Name a piece of land which is not as high as a mountain (hill)

(2) “A big piece of flat land?” (a plain/large expanse of flat land)

What part of the body will you associate to a plain? (trunk)

(3) What is the name given to the water flowing like a snake? (river)

What part/s of your body can bend/curve/curl? (limbs and intestines)

What is the name given to a wet, marshy piece of land? (swamp)

What parts of the body can be linked/referred to as being wet/marshy?

(mouth, stomach, intestine etc)

STEP 2

Pupils are asked to state the uses of some of the landforms e.g.

Hills/slopes used for sugar cane and corn plantation.

Swamps – used for rice plantation, wildlife and birds roosting.

Mountains – wildlife, growth of trees, rare medicinal plants, to break force of high winds/hurricanes.

Similarly- head (mountain) has a brain and part of the sense organs

- neck (hill) joins head to trunk etc.
- trunk (plain) houses organs and systems of the body
- limbs (rivers) help in movements.

STEP 3 – Discussion

Just as landforms vary in size, shape, uses and appearances, we too may appear different physically. The landforms were all created by Nature/God for a specific purpose. In like manner all parts of our body is created by God and each part has a very important/specific role/function to perform in the cycle of life.

Mountains teach us to be strong, firm and unshakeable in our beliefs and goals.

Plains teach us to be humble.

Rivers teach us to persevere to reach our goal – God.

CLOSURE

Review the names of landforms and give a brief description and the use of each.

EVALUATION

Identify landforms on worksheets provided.

FOLLOW-UP

Use Papier Mache/clay to construct landforms in Trinidad and Tobago.

VALUES INTEGRATION

1. Respect for each other
2. Respect for the environment
3. Harmony and Oneness with Nature and the body
4. Appreciation of the environment, and the body, and the uniqueness of individuality.

LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: Std. 4/5

DURATION OF LESSON: 25-30 minutes

TOPIC: Set Theory

AVERAGE AGE: 10+

PREVIOUS KNOWLEDGE: Pupils know what a set is and can group items into respective sets.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

1. Use Venn-diagrams to illustrate: i. Universal Set; ii. Union Set; iii. Intersection
2. Relate these concepts to values:

Universal – sharing – oneness-cooperation

Union – togetherness-cooperation-harmony

Intersection – although we are unique, we share common attributes.

RESOURCES: Coloured cut-outs of animals (cows – black, white, black and white), objects, plants, large plastic hoops, flash cards.

SET INDUCTION: Pupils are given cut-out of different items and asked to stick them on the chalkboard according to groups. Pupils identify and circle each set.

PROCEDURE:

Step 1: Discussion of Universal Set

- Using questions and discussion, teacher will show the concept of Universal Set.

e.g. Will you find these items in Trinidad? Do you think these are present in other countries?

- Therefore we can see that we can find these throughout the world and they help make up the world, that is, a part of the world, which is also known as the universe.
- These are part of one big set which we call the universal set.
- On the blackboard, a large box is drawn around smaller sets. Using a flash card, this is labelled a Universal Set.

VALUE: Similarly we are like the smaller set and share the universe and the whole world. We need to respect each other and appreciate and accept our differences.

STEP 2: Union

- Pupils are separated: boys on the left, girls on the right. They identify the two sets: one set of boys and one set of girls.
- Question: If we ask the set of boys to join the girls how many sets do we have?
- Both sets are united. Pupils are told that when two or more sets are joined together it is called a Union Set.
- A flash card of Union Set is shown.

VALUE: In a union there is cooperation, togetherness and harmony. In order to get one set, you cooperated and in order to keep together, you have to be in harmony. Similarly, we have to work with members of the family and the community to create one strong group 'there is strength in unity'.

STEP 3: Intersection

- Two hoops are stuck up on the board. A set of black cows is placed in one and a set of white is placed in the other.
- The pupils are then shown a cow that is black and white and asked 'which group does this belong to and why?'

- Teacher guides them to the middle. A second black and white cow is introduced with similar questions. Is the cow entirely black or white?

Where should we place it?

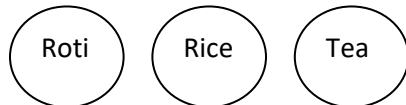
- The term “intersection” is introduced and demonstrated by overlapping the two hoops.
- Pupils are informed that this is a special diagram called a Venn diagram.

VALUES: Self- esteem, respect, appreciation for others. Although we may be different, we have things in common, therefore we need to appreciate each other.

CLOSURE: Review the main points:

- Universal Set – made up of smaller sets
- Union Sets – when two or more are joined to produce one set
- Intersection – when two or more sets overlap.

EVALUATION: Draw a union set from the following:



Draw two circles – 1. Oranges 2. Mangoes

Use a Venn diagram to show the intersection.

THE VAIN LEOPARD

A Malaysian tale, adapted by J. Auton

Once there lived a vain leopard who was proud of his beauty – he called himself Bintang, which means beautiful stars.

“Oh, how wonderful I look,” he boasted as he gazed at himself in the pool.

Monyet, the monkey, mimicked him and the other animals laughed. Bintang was angry with the monkey and growled that he would teach him a lesson.

One day Bintang was admiring his reflection again in the pool when Monyet danced about, making fun of the leopard. But alas, he fell and Bintang grabbed him ready to eat him up.

“How can you teach me a lesson if you eat me? I would be dead!” said Monyet, beginning to cry.

Bintang decided to give him another chance. Every day Bintang spent hours admiring himself in the pool. Soon all the animals in the jungle learnt how beautiful he was. A hunter also wanted his beautiful skin to wear so that everyone would admire him too. The hunter was called Upas, which means poison.

Upas used his poison to smear the darts of his blowpipes. (They used blowpipes to kill animals.) The darts pierced the animals and poisoned them. Upas was the best hunter in the village.

Slowly Upas approached the pool where Bintang was admiring himself. Bintang could not hear or smell him for the wind was blowing from the north and the hunter was approaching from the south. Anyway, Bintang was busy admiring his own beauty.

Upas raised his blowpipe and aimed carefully. Then suddenly from his high branch, Monyet saw the hunter. “Bintang! Run, hunter!” cried Monyet.

Bintang ran for his life but because he had spent hours admiring himself in the pool he could not run far, so he rested with Monyet. Upas caught up with them but Monyet managed to distract the hunter and so they escaped. Bintang thanked the monkey.

Afterwards, whenever Bintang admired himself in the pool, Monyet would whisper from his favourite branch, “Remember the hunter, Bintang!”

Bintang never again danced and swayed to show off his beauty.

LESSON PLAN

SUBJECT: LANGUAGE ARTS

CLASS: Std. 4/5

DURATION OF LESSON: 30-35 minutes

TOPIC: Comprehension

AVERAGE AGE: 10+

PREVIOUS KNOWLEDGE: Pupils have read and listened to many stories. They can read for meaning and understanding.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- make inferences based on text/passage.
- state the meanings of selected words from the passage.
- integrate values such as friendship, trust, tolerance and awareness into daily practice.

RESOURCES:

Passage: 'The Vain Leopard' – A Malaysian tale, adapted by J. Auton, stuffed animals or pictures.

SET INDUCTION: Pupils are shown two stuffed animals, a leopard and a monkey. They are asked to identify the most natural place where these animals live. Pupils are then informed that they will be reading a passage about these animals and their life in the jungle.

CONTENT:

STEP 1: - Pupils read the story silently for 3-5 mins. This is followed by a read aloud by either a competent reader or teacher.

- Pupils then respond orally to the following questions: (sample)
- What was the leopard's name?
- What did his name mean?
- What did he spend most of his time doing?
- Did the other animals like him? Give a reason (s) for your answer.
- Why did the hunter want the leopard's skin?
- Why was the leopard unaware that danger was close by?
- If you were the monkey, what would you have done and why?
- Why was the leopard unable to run far from the hunter?
- What have you learnt from this story?
- Can you suggest another title for the story?

STEP 2: - The passage is now discussed for further meaning.

- E.g. Where is the story set? In a forest.
- What do you know about life in the forest?
 - * Compare to life in the 'real' world, at home/school etc.
- Discussion: The leopard was almost shot because he was not paying attention to things around him. He was concerned about his own looks. We must be aware of things/activities happening around us to avoid danger or to help others avoid it. Be alert and observant.

- Animals live in a forest like people live in the world. Not all animals are friendly or can get along with one another. We as humans have to try to get with each other. (Discuss: friendship, choosing friends, the company we keep, trust, tolerance).

STEP 3: - Group work/working in pairs

- Pupils attempt to give meanings for underlined words, as used in context. A word is assigned to each pair/group.

Each pair/group present their word to others, possible meanings are suggested, then verified and recorded.

CLOSURE: New words and their meanings are revised. Values arising from the passage briefly reviewed.

EVALUATION:

- Pupils may be given further questions to answer in written format OR
- Pupils can be urged to write a reflection or their views about the story (at least one paragraph).

VALUES: friendship, trust, tolerance and awareness.

LESSON PLAN

SUBJECT: SCIENCE

CLASS: Std. 5

DURATION OF LESSON: 30-35 minutes

TOPIC: Seed Structure and Function

AVERAGE AGE: 10-11 years

Note to Teacher: This lesson will be done in three sessions.

PREVIOUS KNOWLEDGE: Pupils have used seeds in gardening activities. They are familiar with different types of seeds and their usage. They are aware of the germination process.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify the parts of a seed.
- state the function of each part.
- integrate values such as love, non-violence, and respect for plants in daily living.

RESOURCES: Flash cards, dry and soaked seeds, clear glass container, cotton wool, variety of seeds, plants, water.

SET INDUCTION: Pupils are shown a variety of seeds and plants and are asked to match the seed to the plant. They are then informed that in this session they will examine the parts of a seed and learn about the functions.

CONTENT:

STEP 1: The Seed Coat or Testa

Pupils examine/compare dry and soaked seeds:

- What do you observe about both types of seeds?
- Why do you think one is larger than the other?

Pupils are instructed to remove the outer covering of the soaked seed and then the dry seed.

- Why is the skin/covering difficult to remove from the dry seed?
- What job do you think this covering does for the seed?
- It protects the seed inside and keeps it safe until it is ready for germination. Just as the eyelids protect the eyes and the skin protects our body, so too God protects us.
- This outer covering is called the seed coat or testa (flash card used).

The testa is hard and tough and protects the seed from bacteria and physical damage. Protection is a form of love.

STEP 2: The Micropyle

Pupils are given a dry seed and a glass of water. They are instructed to immerse the seed in the water and observe what happens.

- What did you observe coming out of the seed? – Air bubbles escaped from the seed.
- What caused the air to escape? What replaced the air? – Water.

The air escapes from a part of the seed known as the micropyle. (Flash card used).

The Micropyle allows air and water to enter or exit the seed.

- What may happen if there are pollutants in the air or water? (Briefly discuss the need for respect of elements – water and air).

(The teacher can explore this concept as a means of bringing closure to the lesson).

STEP 3: Cotyledons, Plumule, Radicle

Pupils are asked to open a soaked seed. They are shown the cotyledons and same term is introduced. (Flash cards).

- What job/function do the cotyledons perform?
- Why are the cotyledons largest compared to the other parts of the seed?

The cotyledons are large and filled with stored food. It provides food and protection for seed. (Expression of God's love is such that even a baby plant is protected. Draw reference to parental love and use an opportunity to enforce 'honour thy parents').

Pupils' attention is directed to 'plumule' and 'radicle'. These form parts of the embryo. (Flash cards used). The embryo consists of the radicle and plumule. The radicle grows into the root and plumule into the shoot. Each part is perfectly designed by Nature to perform a special task. So too each part of our body is specially designed to do certain tasks, thus we must care of our body and the environment.

CLOSURE: Main parts of the seed reviewed and their respective functions revised.

EVALUATION: A. Matching term/name to its function

Testa	contains the radicle and plumule
Micropyle	stores food for seed
Embryo	allows air and water to enter seed
Cotyledons	tough protective covering

B. Pupils given a diagram of a seed and are asked to label it.

LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: Std. 5

TOPIC: Geometry

Sub-Topic: Properties of two-dimensional and three-dimensional shapes.

DURATION OF LESSON: 30-35 minutes

AVERAGE AGE: 10+

PREVIOUS KNOWLEDGE: Pupils have interacted with geometrical shapes in their daily activities. Pupils can draw shapes.

SPECIFIC OBJECTIVES: At the end of the lesson, pupils will be able to:

- identify two-dimensional and three-dimensional shapes
- state the properties of two-dimensional and three-dimensional shapes
- integrate values such as unity, cooperation/togetherness, in daily activities

RESOURCES: shapes – basic shapes and solids (cube, cuboids, prisms).

SET INDUCTION: Game – ‘Shape Search Hunt’. Pupils search their classroom to identify shapes.

PROCEDURE:

STEP 1:

- Pupils identify the properties of a set of shapes presented to them, e.g. square, rectangle, triangle, circle.
- Properties of the shapes are then listed and the term ‘Two Dimensional’ shapes introduced. These shapes have no height or depth.
- Pupils draw some two-dimensional shapes.

STEP 2

- Pupils are presented with another set of shapes – cubes, cuboids, prisms, cylinders etc.
- They are asked to identify the properties of this set of shapes/objects.
- Properties listed and term ‘Three- dimensional’ shapes introduced.
- Pupils attempt to draw some 3-D shapes.

STEP 3

- Pupils, with aid of teacher, compare two-dimensional and three- dimensional shapes for similarities and differences.
- Each plane or curved surface is called a face.
- Each corner is a vertex.
- Each line where two faces meet is an angle.
- These shapes have special properties; similarly, each of us has special qualities. These qualities make us who we are. We should show qualities like kindness, being gently, thoughtfulness, paying attention to others.

CLOSURE:

- Pupils review the properties of two -dimensional and three- dimensional shapes.
- Geometry uses lines which take the form of many shapes, e.g. square, rectangle, etc.

Straight lines show focus, we must be focused and disciplined, have order and concentration. In the same manner, shapes have properties and humans have qualities. There are many shapes but lines are common in all. Nations are many – Humanity is one. Religions are many – God is one.

EVALUATION: Pupils will be presented with a combination of 2-D and 3-D shapes.
They will be required to classify the shapes by listing the names using a table:

Two- Dimensional

Three- Dimensional

VALUES: Unity, cooperation/togetherness

DEVELOPMENT OF THE SAI INSTITUTE OF EDUCATION WEST INDIES

The establishment of the Sai Institute of Education West Indies serves as a culmination of a series of educational activities within the Sri Sathya Sai Baba Organization of Trinidad and Tobago.

- Late 1970's - Introduction to Bal Vikas Classes
- 1983 - Training of Trinidad and Tobago Bal Vikas gurus at Prasanthi Nilayam, India under the guidance of Sri Sathya Sai Baba.
- 1985 - Training of personnel/gurus in Education in Human Values in Los Angeles.
- 1986 - Training of Trinidad and Tobago personnel in Education in Human Values at Prasanthi Nilayam, India under the guidance of Sri Sathya Sai Baba.
- 1987 - Publication and Launch of Education in Human Values Handbook by the then Minister of Education.
- 1988-2000 - A Series of Education in Human Values training programs, Direct approach throughout Trinidad and Tobago. Main target group:
Primary school teachers and a few Secondary school teachers.
- 2001-2003 - Parenting workshops and Educare conferences and workshops.
- 2003 - Trinidad and Tobago personnel attended and participated in values based education (Integration into the curriculum) in Barbados.
- February 2004 - Inauguration of the Sai Institute of Education West Indies.

CONCLUSION

The children and the youth of today are our leaders of tomorrow. If we desire a future generation of self-reliant, considerate, responsible, well-disciplined individuals, they must be exposed to the five universal values at all levels.

In order to produce holistically developed, exemplary human beings, an all-round education in an environment of love and truth must be provided by teachers and parents whose roles are extremely important in moulding the future generation.

The Sai Institute of Education West Indies was established to instil and propagate these human values and ideals.

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

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

If there is harmony in the home, there will be order in the nations.

When there is order in the nations, there will be peace in the world.” (Confucius)

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Infants - September 1999

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Seniors - September 1999

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Juniors - November 1999

Seniors - November 1999

Social Studies - Draft Primary School Syllabus

Infants - September 2002

Juniors - September 2002

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Science

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