



Learning Intention: *to be able to identify where my feelings come from*

Context: *Kindness*

Key Words: *audition, comfort, competent, patience, universe, energy, strength, goals*

QUOTATION/THEME FOR THE WEEK

BEING KIND BRINGS PEACE OF MIND WHICH IS ITS OWN REWARD

Discuss whether this is true in your experience.

SILENT SITTING

Step 1: Firstly, sit in a comfortable position on your chairs, or cross legged on the floor. Make sure your back is straight and head is upright. Take a deep breath and relax as you breathe out. Take another deep breath ... and another ...

Step 5: Think of yourself as a rubber ball ...

You are well protected by a strong coat of rubber ... Inside you feel very peaceful ...

Give yourself a minute to see how peaceful you can become ...

Imagine that nothing which might stop you from feeling peaceful can get in.

It just bounces off your rubber coating ...

Rest in that feeling of peace for a minute or two ...

In the future you can remember the peace inside you, whenever you feel rushed.

Know that you can always find the peace inside you.

Step 6: Now bring your attention back to the classroom, open your eyes and stretch, as the exercise has finished. Smile at the person next to you.

How do you feel?

ALTERNATIVE EXERCISE

Step 1: Firstly, sit in a comfortable position on your chairs, or cross legged on the floor. Make sure your back is straight and head is upright. Take a deep breath and relax as you breathe out.

Take another deep breath ... and another ...

Step 5: Think, good values show us how to succeed peacefully.

When I feel rushed or worried, I will remember that peace is inside me.

Step 6: Now bring your attention back to the classroom, open your eyes and stretch, as the exercise has finished. Smile at the person next to you.

How do you feel?

STORY TELLING

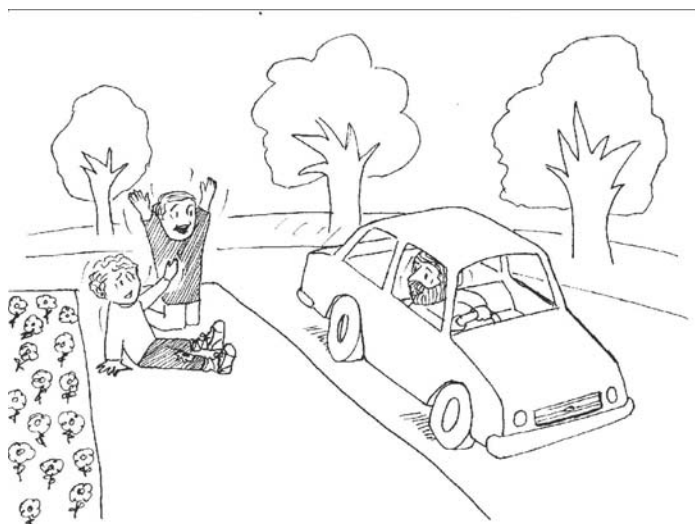
TOM'S KINDNESS IS REWARDED

by Elisha Jones

There was once a boy called Tom who was very good at drama. When he was seven years old, he joined a drama club. He enjoyed acting and won awards year after year. When he was fourteen, he began practising for a part in a play to be put on at the local theatre during the Christmas holidays. He was hoping to get the leading role.

Two days before the audition he was feeling nervous. His teacher said he would easily succeed in getting the part as he was such a good, competent actor. During the next two days, Tom worked hard learning his lines and practising and at last came the time for the audition.

He set off down the road thinking how much it would mean to get the part. Turning the corner of the street, who should be coming towards him but his elder sister, Donna, who was out on her morning jog.



Seeing Tom, she waved, and not looking where she stepped, tripped over a broken paving stone. She fell hard on to the road, crying out in pain. Shocked, Tom rushed over to help and found that his sister could not get up. Her leg was very painful and had a deep graze. There was no one else around and Tom did not know what to do. Their father was out, but Tom expected him to be back in about ten minutes and to drive past them to the house.

Tom waited with his sister, trying to comfort her as much as he could. As the minutes passed, his heart sank. The time needed to get to the audition was ticking away. He didn't want to leave his sister alone, even to get to a telephone to let the theatre know what had happened. He would miss his slot and somebody else would be chosen. Quietly he resigned himself to the situation.

Twenty minutes later, Dad drove around the corner to see his daughter's red, tear-stained face and his son's sad look. When they saw their father, they cheered up and soon, with a struggle, Donna was helped into the car and off they drove to the hospital.

Donna had broken her leg. While Tom and Dad waited for Donna's treatment to be completed, they spoke about the audition. Dad assured Tom that it would be all right and said he would telephone to explain. Tom was not so sure, but was glad he had helped his sister because he loved her even more than his acting.

The next day, his Dad telephoned the theatre to explain why Tom had not made the audition. A few days later, Tom received a letter giving him another date to audition. How happy and thrilled he was when he attended and was chosen for the leading role!

QUESTIONS:

- 1 How did you feel when you heard the story?
- 2 Did the story remind you of anything in your own life?
- 3 How old was Tom when he joined a drama club?
- 4 Why did he join a drama club?
- 5 Why was Tom nervous about the audition at the theatre?
- 6 What did Tom do when his sister tripped over?
- 7 What else might he have done?
- 8 How might Tom have felt if he had not stayed and helped his sister?
- 9 Can you think of a time when you helped someone, even though you thought you would lose something that was important to you?
- 10 How did you feel?

GROUP SINGING

Choose a song from the CD or use the RSPCA resource song 'Holly'.

GROUP ACTIVITY

1. BEING KIND TO ANIMALS.

*Photocopy the picture at the end of the lesson for the pupils to paint or crayon, and to say how they are kind to animals;
or use 'We want a cat' worksheet (from the Cats' Protection Society).*

2. HOW DOES MUSIC MAKE YOU FEEL?

Play a piece of music for the class to listen to, for example:

- (a) composers such as Mozart, Vivaldi, Bach, Handel, Telemann, Palestrina, etc. or
- (b) relaxation music, or
- (c) flute music (*see track 5 of the SSEHV Relaxation CD*), or
- (d) sounds from nature, such as bird song, sounds of the sea or of rain, or the Song of the Whale, etc.

Ask the children to close their eyes as they listen to help their concentration. Then ask them either to describe, one by one, what they see in their mind's eye whilst listening, or to draw a picture about what they see.

Discuss the effects that different types of music have on the mind and body.

For results of tests of music on the body and mind see: 'The Body Doesn't Lie' by Dr. John Diamond, 'The Healing Energies of Music' by Hal Lingerman, 'Music' by Inayat Khan. 'The Mozart Effect' by Don Campbell

Extension Exercise / Links to Other Subjects:

This lesson gives the teacher the opportunity to review the simple goal setting process, undertaken in lesson 1.1 on “Ground Rules”.

Discussion could include the children's evaluation:

- Was it easy to define the goals?
- Did they have any difficulties?
- How did the value of patience help them achieve their goals?
- How did they feel filling in smiley faces?

Close the lesson: If the teacher wishes, the lesson can be closed by asking the children to form a circle and say, *“Good values show us how to succeed peacefully.”*

BEING KIND TO ANIMALS

MY NAME IS



I AM KIND TO ANIMALS WHEN I