

THE FIVE TEACHING COMPONENTS

The five teaching components listed below are used in conjunction with each other in each lesson.

1. Theme for the week
2. Silent sitting or guided visualisation
3. Story telling
4. Group singing
5. Group activity

What follows is an explanation of each component highlighting its purpose and the benefits to be derived from it.

1. Theme for the week

What you think, so you become

This can comprise a quotation/poetry or a prayer. It is the underlying theme or thought for the whole lesson and the focus for the class.



A class of happy children in the Midlands

Quotations/poems

A quotation expressing the value or related value being taught is a useful tool which may well be remembered later in a situation where its wisdom is needed.

Learning quotations, short poems or universal prayers, develops the power of memory and concentration. It will be recorded in the subconscious and will promote noble thought, and instil a wonder for creation and an understanding of the universal brother/sisterhood of humanity. It is useful to focus on the same theme, prayer or quotation for the whole week.

A Sathya Sai EHV lesson can begin with a quotation which corresponds to the objective of the lesson being taught.

It is useful if the children write down the Theme for the Week. They might keep a special notebook of quotes which they may use as a personal resource. Time should be allowed for a short discussion of its meaning. More than one quotation may be used to emphasize the value in order to bring out its universal appeal, particularly if the quotations are from diverse sources. It is also useful to encourage children to discuss the theme later at home.

The teacher may also record it on a wall chart for easy reference if an incident occurs in the classroom or playground that relates to it.

The Theme for the Week may also be used as inspiration for a group activity, such as making a poster or another creative project. Children may be able to suggest or invent other quotations with similar meanings.

Prayers

Prayers are beneficial in that they promote positive thought and also acknowledge a higher force or being that we can call upon for guidance and assistance e.g. asking for guidance to be a better person. Prayers help eliminate fears and develop self-confidence, as well as wisdom, health and happiness. It is particularly useful to find prayers from various religions which are saying the same thing. This helps to promote unity of faiths and develop tolerance and respect for others of different faiths and cultures.

If prayers are used in a Sathya Sai EHV lesson, they should be of a universal nature, such as:

Peace, peace, peace,
Peace on earth,
Peace, peace, peace,
For all the universe.

2. Silent Sitting

Let there be peace on earth and let it begin with me

Everyone in life searches for happiness, whether it is a child asking for an ice-cream, an elderly person wanting to live in peace and quiet, or an ambitious person aspiring to become wealthy.

The problem is, in most cases, that once we have achieved our goal, our happiness is short lived. Before long, dissatisfaction rears its ugly head once more and we start to dream about what it is that would really make us happy!

One of the paradoxes of today's world is that it appears easier for us to venture into outer space than to penetrate our own 'inner space'. Yet the most precious gift we could give our children, and ourselves, would be the ability to find inner contentment and peace of mind. In searching for inner peace three elements are involved.

i) Thought

We have thoughts all the time, even in our sleep, where the thought process continues as dreams! We are told that thoughts are formulated in the mind.

But what is the mind?

The mind is simply a bundle of desires
Sathya Sai Baba

By the above statement we must assume that thoughts are synonymous with desires or that our thoughts become desires. Whatever the case we are all plagued by thoughts and desires which prevent us from finding any lasting happiness. The so-called 'mind' can be compared to a mad monkey that is leaping around completely out of control. What we need to do, is find a way of taming this 'monkey' and transforming it from being a menace into a valuable and useful tool. In so doing we will then be able to tap into our intuition - the immense latent power or knowledge that is within each and every one of us.

ii) Breath

We all know that we must breathe to live. Our breath is something we take very much for granted, but, as well as being essential to life, it is a useful way of measuring our state of mind. When we are happy and peaceful our breathing will be rhythmic. As soon as we are angry, it becomes faster and irregular and we lose our state of well-being. The old advice that when we are angry we should 'take a deep breath' has some scientific basis because, when we are angry, the body produces a chemical, adrenalin, which enters the blood stream, makes us feel uncomfortable and increases our agitation. When we take a deep breath, more oxygen is put into the blood which helps dilute the effect of the adrenalin. Learning to be aware of our breath is a useful tool in our search for inner contentment.

iii) Time

Time is something we all have in equal measure and is a very precious commodity. Time wasted cannot be retrieved.

Silent Sitting has immense benefits, in that it :

- regulates the heartbeat and breath which calms and relaxes, reducing stress and tension in the body, thus promoting good health
- puts children in touch with their own feelings, facilitating emotional growth
- focuses attention and increases the attention span, helping concentration on what is to follow
- sharpens the intellect and helps develop the intuitive faculty, giving insight and a greater ability to solve problems
- improves memory
- is a tool for self-analysis, which helps in the understanding of behaviour and behaviour-related problems, resulting in improved relationships
- reduces noise during the class.

Initial difficulties and effort required in getting the children to sit quietly for two or three minutes are well rewarded by the beneficial results of the exercise as they become calmer and more effective at their work. *In the lesson plans, the Silent Sitting exercise is near the beginning before the story, but it can be practised at any time during the lesson, as the teacher feels appropriate and taking the children's age and ability into consideration.*

TEACHING SILENT SITTING

Silent sitting in the form of a Guided Visualisation exercise can be used in any lesson where appropriate, or in morning assembly. **Be flexible** and begin with only a minute or two until the children become able to sit quietly for a longer time. Children should be encouraged to practise at home for a few minutes every day to strengthen the benefits obtained from it. These exercises are enjoyable and result in an increase of peace, contentment and happiness.

As a relaxation and concentration exercise, silent sitting is an important way to reduce stress, for both the children and the teacher. Creative art as well as verbal and written skills, after periods of silent sitting, have been found to be much improved among all levels of pupils.

Noise level and physical restlessness can be reduced when pupils are given silent sitting as an aid to lessen the agitation in the mind. It also helps with discipline problems in the classroom.



Silent sitting is best looked on as a special time which is to be enjoyed and which will bring about relaxation and help concentration and problem solving. The example of the teacher is essential. The participation and commitment to practise by teachers will encourage children to practise every day.

The exercises on the following page have been arranged in steps for easy reference. The steps used are varied throughout the lesson plans, but it is beneficial to keep to the same routine and for the teacher to choose which steps they are comfortable with. However, remember an upright posture is important. Step 5 is different in each lesson plan and relates to the particular value being taught.

The Visualisation on Light is the most effective of the exercises and can be used as Step 5 if the teacher wishes.

A Minute of Silence

When the children have become used to silent sitting in their Sathya Sai EHV class, teachers may then be able to begin and end other lessons with a minute of silence. The opening minute helps to set the pace for the class as well as getting the students to focus their thoughts and become concentrated. The closing minute serves to bring the whole lesson together peacefully.

PRELIMINARY EXERCISES

The following exercises are important for posture, breathing and relaxation and helping combat stress. Steps Nos. 1, 5 and 6 together with one or more of Steps 2, 3, and 4 are used in each lesson and are varied. Read the exercises out slowly and with gentle tones, to the class, pausing between each sentence. Soft music can be played in the background during the exercise to facilitate relaxation.

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 2. “Now relax any tensions in the body. Stretch your toes, then relax them. Tighten and tense the calf muscles, then relax them. Tense the muscles in your upper legs and thighs, and relax them. Pull in your stomach muscles, then relax them. Pull the shoulders back, then relax them. Shrug the shoulders up and down. Look left, look forward, look right, look forward. Now screw up the face muscles and relax them. Feel your whole body relaxed - all tensions have gone. You feel good.”

Step 3. “Be aware of the five senses - the smell of the air in the room, the taste of the water in your mouth, the firmness of the ground under your feet and the touch of the air on the skin. Now close your eyes to avoid the distraction of seeing the things around and hear the sounds in the room. (*Pause a minute or two*). Hear the sounds outside the room. Let your hearing stretch out as far as you can.”

Step 4. “Now become aware of your breathing. Take a deep breath, filling your lungs. Then in your own time, breathe out slowly. Let your eyes be gently closed and, as you breathe in, imagine clean healing energy is entering your body, filling you with happiness, love and peace. As you breathe out, imagine any uncomfortable feelings you have, such as sadness, tiredness, anger, annoyance, fear, boredom, jealousy or any other, being breathed out, leaving you feeling happy and free from worries. Repeat this 3 or 4 times. One by one, the things that upset you are breathed out and drift away.”

Step 5. *This part will link in with every lesson plan and therefore varies. Soft music such as flute music, or sound effects such as the seashore, bird song, space or the song of the whale, etc. may be used to accompany the guided imagery. When the children are completely settled, remain silent for up to two or three minutes. Their ability to tolerate silence will build up as everyone gradually feels more comfortable with being silent.*

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 and tell them the date and time.”

GUIDED VISUALISATION ON UNIVERSAL LIGHT

As an alternative to the Silent Sitting exercise, or if a lesson plan takes more than one session, the Universal Light guided visualisation exercise can be used. This has proved a very successful exercise and is safe and easy to use.

Use Step 1 on the previous page to begin. Then continue:

Imagine that there is a light in front of you. Using your imagination, bring this light to the forehead and into the head. Let the head be filled with light. Then think, "Whenever there is light, darkness cannot be present. I will only think good thoughts."

Expand the light to the heart and imagine that there is a flower bud there. When the light reaches the flower bud, see it is opening into a beautiful flower. Feel it opening. See, it is full of love, peace and joy.

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

Now the light expands through the body and down the legs to the feet. Think, "May my feet take me to places where I will be safe and in good company."

Be aware of the light in the head and in the mouth and tongue. Think, "May I always speak the truth and only what is kind and necessary."

Slowly expand the light to the ears. Let the ears be filled with light. Think, "Let me only hear good things."

Let your two eyes be filled with light. Again concentrating on the light, think, "Let me see the goodness and beauty all around."

Imagine that the light is radiating from your being to surround your mother and father or whoever looks after and cares for you. They are now full of light. Think, "May they be filled with peace."

Let light and love radiate out to your teachers, to your relatives and friends.

Let it expand out into the whole world to all beings - people, animals, birds, fish, insects;

To all plants - trees, grass and flowers everywhere.

To the rocks and to the earth itself.

Then out to the stars and to the whole universe.

Think, "Let the world be filled with light. Let the world be filled with love. Let the world be filled with peace."

Remain surrounded by the beautiful light.

Think, "I am in the light... The light is in me... I am the light."

(After these silent sitting exercises students may wish to share their experiences and this should be encouraged, especially asking how they feel. It is a good time to do some creative work such as drawing a picture of their experience.)

3. Story Telling

Stories can teach us to live as nothing else can - D.H. Lawrence

All children love stories and they have always been an important medium for teaching young people about

- i) life
- ii) their own identity, and
- iii) their relationship to the world about them.

Stories should both inspire and be fun. It is often the hub around which the other components revolve, although it must be emphasized that all the components are needed as children learn through different mediums.

Stories can be drawn from sources such as folktales, mythology, hero tales from the epics, animal fables or history. Many of the stories used in the lesson plans have been written afresh, but based on old themes from around the world.

*Characteristics of a good story:

- A single theme, clearly defined
- A well-developed plot
- Style: vivid word pictures, pleasing sounds and rhythm
- Characterization
- Faithful to source
- Dramatic appeal
- Appropriateness to listeners

**Baker and Greene, Storytelling: Art and Technique, p28*

In a Sathya Sai EHV lesson the purpose of story telling is to:

- illustrate the particular value being taught
- fire the imagination
- kindle a spirit of enquiry
- promote noble thought and action through inspiring role models
- kindle love and compassion for all
- develop a sense of fair play
- stimulate discussion and debate afterwards

If necessary, the stories chosen can be adapted to be appropriate to the age and circumstances of the children.

TEACHING STORY TELLING

Stories parallel life and suggest ways of dealing with situations. The teacher should familiarise him/herself with the story as it will be more effective and interesting if it is told, rather than read out, and the power of the interaction between teacher and pupils and the body language will make it real.

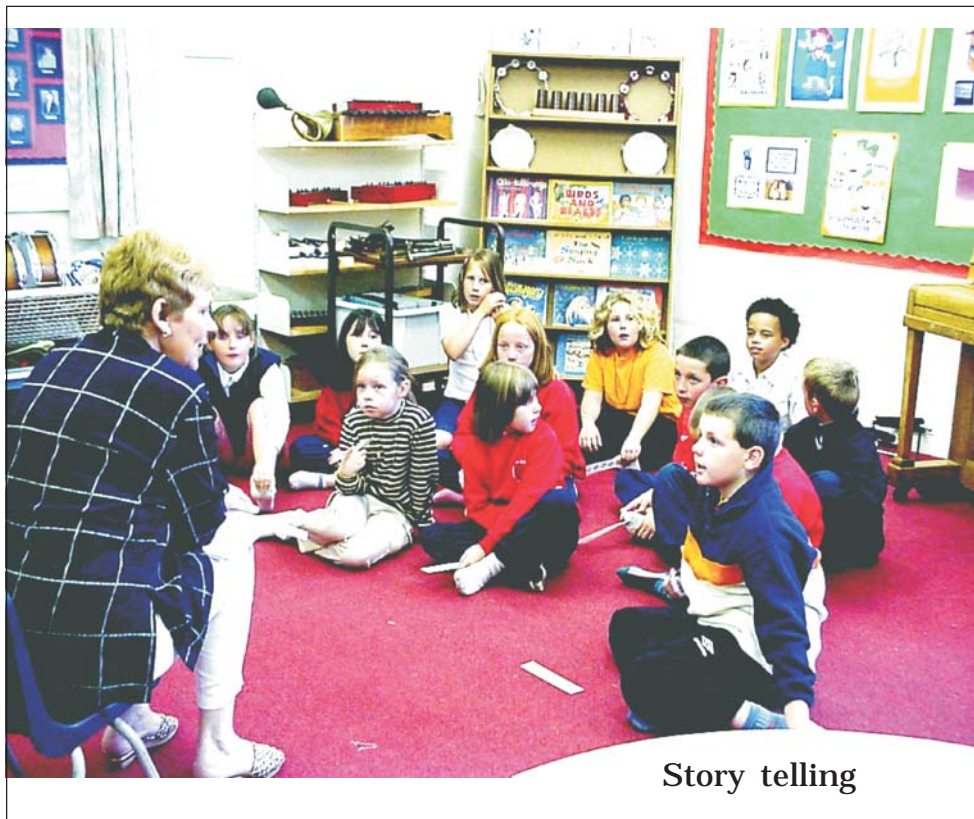
Preparation:

It will take a considerable period of time and a number of tellings before a new story becomes your own.

- Read the story several times, first for pleasure, then with concentration
- Analyse its appeal, the word pictures you want your children to see and the mood you wish to create
- Research its background and cultural meanings

Telling the story:

- Put yourself into the story. Visualize it! Imagine sounds, tastes, scents, colours. Feel how the different characters feel. Only when you see the story vividly yourself, can you make your audience see it.
- Moderate the voice tone and pace
- Use different accents and facial expressions
- An unusual or unexpected twist in the narration adds zest. Don't give away the ending. Let it come as a surprise.



Asking Questions at the End of the Story

It is important to ask questions at the end of the story to ensure that children think about the meaning and internalise what values the story contains.

Questions also help children to become aware of the feelings the story has awoken within themselves. Encourage discussion with as many children as

possible to promote active participation. Let them react to other children's answers or ideas, preferably in a friendly and kind way. Rather than accepting answers like 'Yes' or 'No', it is better to ask for a deeper explanation of what it means to them. Children can be encouraged to think of **parallel situations in their own lives**.

Exploring the depths of meaning behind the story will help children to grasp and identify the values and their related values for themselves. It is useful to end on an optimistic note showing what can be done to cope with a difficult situation and how mistakes of the past throw light on how things can be done better in the future.

4. Group Singing

Music brings order out of chaos - Yehudi Menuhin

Much research has been done on the effects of music particularly over the last forty years. In the U.S. in the late 1950s, Arthur Locker found that piping music into his greenhouses resulted in plants growing straighter, germinating quicker, and blooming more abundantly.

Dorothy Retallak conducted hundreds of scientifically controlled experiments with plants using different types of music, the results of which have been published in booklet form. She set up three scientifically controlled rooms with speakers in two of them, through which music was played for certain periods every day.

The first chamber played classical music both Western and Eastern, the second was silent, whilst the third chamber played 'heavy metal' rock music. After some days it was noted that in the first chamber, many of the plants started to grow towards the speakers. In the third chamber, the opposite happened. After another week or so, the plants in the classical music chamber looked healthier, taller and had more flowers than those in the silent chamber.

In the rock music chamber the plants were stunted or had very spindly stems growing haphazardly in all directions. Some had withered and died. Dorothy Retallak described this chamber as 'chaos'. Music has also an effect on animals and experiments have also been carried out showing how animals are attracted to certain types of music.

Music and singing are mediums through which young people may experience their emotions. It has been used to celebrate joyful occasions and console in sorrowful times, for work and play, indeed to celebrate life itself. It makes a person feel good when the natural rhythms of the body become harmonized, helping to bring about a sense of equilibrium, poise and happiness.

Whenever one is angry or disturbed, this beat becomes erratic. In fact human poise and equilibrium have a direct correlation with the rhythm of the body. Schools with a strong musical background have found they suffer less disruptive behaviour than those with none.

Benefits of group singing are that it:

- aids self-control
- enhances co-operation and confidence
- improves memory
- creates a sense of balance and harmony
- brings about a feeling of peace and well being.

TEACHING GROUP SINGING

There are four ways of using music in the Sathya Sai EHV lessons:

- Using any musical instrument the children are learning to play to accompany the song. The children can also be encouraged to improvise and make up tunes for new Sathya Sai EHV songs.
- Through music appreciation. The music chosen should be of a classical or uplifting nature which the children can sit and listen to quietly and afterwards say how they felt. They could say what the music meant for them or perhaps 'explain' it in terms of colour.
- Using music in the Silent Sitting exercises
- Using music as a background when doing creative work.

Melody, Rhythm and Accompaniment

Pre-adolescent children have voices in the mid-vocal female range, and usually cannot sing very high or low. Care should therefore be taken in choosing songs in the proper vocal range, if possible, changing them to a higher or lower pitch when needed. The rhythm should be steady, whether the song is fast or slow. Rhythm comes naturally to most children, and they should be encouraged to clap in rhythm as they sing. An accompaniment enhances the singing and creates greater interest for the children. Children love to join in by playing rhythm instruments, such as rhythm sticks, tambourines, small drums and finger cymbals. Many simple instruments can also be made by the children.

The Song Session

Ten to fifteen minutes is a good length of time for the group singing session. This could include teaching a new song, and singing one or two familiar songs. The children should sit up straight, or stand, for better breath control. Choose the majority of the songs in the language and culture of the children, occasionally teaching one that will enhance their global awareness and sense of unity. It is most important that the children understand the words they are singing.

Teaching a New Song

First say the words slowly and in the rhythm of the song. Ask the children to repeat each line after you.

Discuss the meaning of the words, then sing each line slowly, the children repeating them after you.

Finally, sing the song in the correct tempo. Repeat a new song for several weeks so that the class becomes familiar with it.

The Teacher

To make group singing a joyful experience for the children, the teacher is the key instrument. A loving and enthusiastic teacher can inspire them, so that they want to participate in the singing. With a good knowledge of the songs, the teacher can lead with confidence and draw the children to the song so that they happily participate and experience the simple joy of that expression. Teachers who do not feel confident with music can teach songs from the CDs available from the Sathya Sai EHV Trust UK (at the address at the end of the book).

5. Group Activities

People are social beings who live, study, work and play in communities. Their interdependence means that it is necessary to co-operate and learn to live together in peace and harmony. The group activities are designed to help the children understand and trust each other which is an essential part of the Programme.

In a recent study of UK attitudes to citizenship education, teachers ranked "*activities which look at worldwide needs and responsibilities*" as the most valuable activities for helping to develop a child's citizenship. *Davies et al 1999*

Another reason for the activities is that learning through practical experience is more likely to be absorbed and remembered, than learning solely through theory where the attention span is limited. Learning then becomes fun.

Group activities include:

- i Role play and drama games
- ii Discussions and quizzes
- iii Value games
- iv Art and craft work
- v Group work
- vi Community service

The group activities depend upon the ages and tastes of the young people and may be carried out towards the end of the lesson, or as a separate event planned within the lesson.



Drama games at a holiday school in Lancashire

Such events may include environmental projects for older youths and educational outings for younger children where particular attention is given to behaviour. Through the young people's interaction the values are experienced. These reinforce what has been taught in the lesson.

Group activities:

- promote discipline and team spirit
- increase adaptability, social awareness and responsibility
- are a medium for practising good manners and behaviour, particularly on outings
- encourage creativity
- empower the children e.g. deciding on the rules that are useful for the class to function effectively
- build confidence.

The final aim of group activities is that children may learn the importance of unity in thought, word and deed.

TEACHING GROUP ACTIVITIES

*All the world's a stage
and all the men and women merely players*

Shakespeare

i.a) Role Play

Role play is a method through which children learn to think about situations and then act them out. It helps them learn how it feels to be in someone else's shoes and empathize with others. It encourages creative thinking and develops self-confidence and courage. When children are new to role play they can begin by acting out the story. As they become more confident they can begin to improvise or change the ending of the story according to their own ideas, explaining the point they wished to make, at the end.

Role plays depicting a certain value can be carried out as follows:

1. The teacher gives the plot for each group to act out.
2. The teacher gives the theme, and the children work out their own plot.
3. Each group is asked to pick a related value and then to decide on their own theme and subsequent plot.

The benefits children gain from role play are:

- Increased self-confidence
- Greater creative thinking
- The ability to choose well/discriminate
- The practice of co-operation.

i.b) Drama Games

When teaching Sathya Sai EHV, our main goal is for children to understand and make use of information regarding values and test out each value. Drama offers the means to explore and integrate, because it requires total involvement from the 'whole' child.

In a fun and creative way, drama activities within Sathya Sai EHV will develop a wide range of interpersonal skills such as giving and receiving, listening, demonstrating and articulating, which collectively move towards creating a well-balanced, confident and happy child.

Each one of the games has been carefully designed to reinforce a specific human value. Drama by its very nature, is an integrative art form and will also use a range of human values in each activity, allowing the children to integrate the whole programme into their everyday lives.

In order to gain maximum creativity and learning, the activity requires a structure which includes the following three steps:

- 1. Introduction:** The teacher agrees the ground rules for the drama with the children and then describes how it relates to the value.
- 2. Play:** The teacher creates a non-threatening environment where children behave spontaneously. The whole activity takes place in a spirit of joy.
- 3. Reflection:** This should focus on the content of the work produced in the activity and how it relates to the human value, on the way the children have related to each other, and what they have learned from the activities.

The activities are highly adaptable allowing varied and absorbing improvisation with the child initiating drama and role plays. The possibilities for extended work are endless. They are also designed so that teachers can use as many or as few resources as are available within the school. Anything and everything can effectively be of use from a recycled ice-cream container for a hat, to an expensive video camera for recording performances.

The underlying element in all these activities should be fun - an extension of child's play. As with play, it is the spirit of joy, the spirit which engenders fairness behind all good games, that helps children to equip themselves for the game of life.

ii) Discussions and quizzes

It is important for children to be able to clarify their own views and also to listen to the views of others and respond constructively and without anger.

Care should be taken that pupils do not feel they are "*failing as citizens*" (QCA 2000 p25). Discussion should not be a judgement on "*the worth, personality or value of an individual pupil or their family*" (QCA 2000 p25). This can be particularly important in working with pupils from diverse backgrounds or with emotional and behavioural difficulties.

iii) Value Games

Teachers today experience very heavy competition in holding the interest and attention of the children. They are competing against television, videos and computer games. Where the Sathya Sai EHV classes are held on a voluntary basis outside of the school, teachers must make their classes so interesting that the children want to come. In order to do this, each lesson for younger pupils should include at least one game. Board games have been developed and are available from the SSEHV Trust UK. These have proved popular in schools particularly during rainy lunchtimes.

The benefits of games are that they:

- are interesting and fun
- are relaxing
- help children learn to co-operate
- involve self-enquiry
- strengthen memory
- increase concentration span
- provide experiences through which personal skills can be developed.

iv) Art and Craft Work

It is important to encourage children to draw, paint, model or use their hands in some creative work so as to develop creativity from an early age.

The benefits of creative work are that it:

- activates creativity
- builds self-confidence
- develops motor skills
- teaches discrimination
- stimulates imagination
- is a means of expression
- relaxes and is enjoyable
- encourages responsibility and perseverance.



A class of happy children in Newcastle

v) Group Work

In a Sathya Sai EHV lesson, group work is a valuable way for children to find their own solutions to problems with minimal guidance from the teacher. As children get older, it is a particularly useful way for them to explore their feelings and ideas on sensitive subjects, as well as to develop initiative, co-operation and responsibility.

Projects such as growing plants, community service projects, and visits to nature parks, places of beauty or historical interest are also useful activities through which to teach values.

The benefits of group work are that they encourage:

- co-operation
- creativity
- listening to the feelings and opinions of others
- sharing
- co-ordination
- initiative
- self-confidence
- team work.

Forming working groups

Most of the activities require pupils to work together co-operatively in small groups. The size of the groups varies according to the activity, three to five usually being the best way to ensure that all pupils are actively engaged and challenged by the activities. More than this may allow some pupils to leave the work to others, or for the groups to split into factions. In general, it is best to keep the same groups for several weeks.

In classes where the pupils do not yet know each other well, the greatest safety for individuals to talk about personal issues comes in single gender groups, and when each pupil has at least one personal friend in the group. Later, random ways of forming groups provide more challenge. Teachers can also schedule the groups if they wish to ensure that certain pupils either do or do not work together, depending on what might promote the most personal growth. As a general rule, because of the nature of genderism, with the exception of the very youngest children, a girl should not be alone in a group of boys, nor a boy be alone in a group of girls.

The children can express the values of love, tolerance, co-operation, good behaviour, self-respect and respect for others during the group activities. Interaction should be fun, and co-operative rather than competitive. The aim is for children to develop good attitudes towards each other, sociable behaviour, self-reliance, social and ethical skills such as team spirit, tolerance, resourcefulness and courage.

By working in groups on some purposeful activity, children learn the value of each other's sincere efforts, the contributions of others to the enhancement of a common purpose and the joy of doing one's best for the good of the whole group. Group work also allows the normally quiet, reticent child to contribute something which may give colour to the whole.

vi Community service

Children are encouraged to help in environmental projects from picking up litter in the playground and keeping school clean for younger children to larger community projects for older pupils. This develops "*skills of participation and responsible action*" which include learning how to "*negotiate to decide and take part responsibly in both school and community based activities*" and to "*reflect on the process of participating.*"
DfEE/QCA 1999 p189-190

The idea could be discussed with children about *"how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service."* (QCA2000 p4)

TEACHING APPROACHES

It is suggested that the five components of Theme for the Week, Silent Sitting, Story Telling, Group Singing and Group Activities jointly require at least one hour's teaching per week. This could be incorporated into the school's Personal, Social and Health Education (PSHE) and Citizenship classes.

However, the Human Values Programme is most effective when the whole school, including all staff, are aware of the value for the week and it is incorporated into every aspect of school life. It can be included in a variety of cross-curricular activities. For example, a visit or outing might include the objectives relating to right conduct, e.g. good behaviour, respect for other people's property, punctuality, etc. as the teacher feels appropriate.

Social skills are developed through repeated practice. A commitment to promoting moral development, therefore, has implications for the learning opportunities and experiences provided for pupils throughout the curriculum in order to support the values promoted in the lesson plans.

Teachers should ensure that the initial lesson focuses on setting ground rules. In addition, there should be some focus on:

- teaching personal skills and strategies
- providing factual information about certain issues.

Personal skills and strategies

Pupils cannot manifest the five values in their own lives without certain interpersonal skills. The effectiveness of the programme is increased when teachers train children in the use of:

- active listening
- "I" statements
- assertiveness
- affirming self and others
- giving and receiving feedback
- reaching agreement by consensus
- negotiating win/win solutions
- conflict resolution
- personal target setting.

These skills are covered in the Sathya Sai EHV training courses in the UK.

INTER-RELATIONSHIP OF THE FIVE COMPONENTS

<p>CHARACTERISTICS OF THE AVERAGE CHILD</p>	<p style="text-align: center;">Group 1: 6-8 years Making and Doing</p> <p>Accepts daily routines; begins to learn what is expected of him/her; develops new relationships; loves group work; prefers own decisions to those of parents; wants approval and attention.</p>
<p>QUOTATIONS</p> <p>SILENT SITTING</p> <p>GROUP SINGING</p> <p>STORY TELLING</p> <p>GROUP ACTIVITIES</p>	<p>Promote noble thought (Truth, Love, Peace, Non-violence). Improve memory (Peace). Develop language skills (Right conduct).</p> <p>Increases attention span by control of outer senses (Truth, Right Conduct). Promotes calmness (Peace).</p> <p>Promotes affection, happiness, feelings of togetherness and respect (Love).</p> <p>Stimulates interest and imagination and kindles spirit of enquiry (Truth).</p> <p>Promote discipline and widen imagination (Right Conduct).</p>

OF THE HUMAN VALUES PROGRAMME

<p>Group 2: 9-12 years Making and Planning</p> <p>Is less self-centred; understands others' points of view; talks of the future; favours friends of same sex; behaves both as adult and child. Later begins to become defiant; independent and likes decision-making, but is not always responsible; enjoys challenges, develops moral code; body changes.</p>	<p>Group 3: 13-16 years Planning and Achieving</p> <p>Has desire for self-reliance; has mature/immature behaviour; searches consciously for real self; has little concern about actions; feels lonely and deserted at times; wants to be heard and listened to; looks for friends of the opposite sex.</p>
<p>Improve concentration and discernment (Truth).</p> <p>Encourages self-analysis Improves awareness and concentration (Truth). Promotes inner calmness (Peace).</p> <p>Develops a musical sense and promotes harmony of body, mind and spirit (Love, Peace, Right Conduct).</p> <p>Promotes abstract and noble ideals. Strengthens faith in justice (Truth). Kindles love of nature (Love, Right Conduct, Non-violence).</p> <p>Promote abstract thinking. Develop discernment (Truth) Increase adaptability. Increase environmental appreciation (Right Conduct, Non-violence)</p>	<p>Instil awe and wonder about creation and the unifying brother/sisterhood of humanity (Truth, Love, Non-violence).</p> <p>Sharpens intellect and develops intuition (Truth). Puts young person in touch with their feelings promoting poise and inner calm (Peace).</p> <p>Develops control of outer senses. Furthers concentration and inner calm (Truth, Peace, Right Conduct).</p> <p>Encourages unity (Love, Non-violence). Helps discern lawfulness (Truth). Widens horizons of knowledge and understanding (All)</p> <p>Increase social awareness and responsibility (Right Conduct, Non-violence).</p>