

Lesson Plans On Non-Violence 1

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LESSON PLAN 1

VALUE: Non –Violence

Sub-Value: Unwillingness to Hurt

AIM: Each child will realize the benefit of refraining from thinking, saying or doing anything that would harm or hurt anyone thus living in harmony with their surroundings

AGE LEVEL: Group 2-3

SILENT SITTING: Create an atmosphere in the classroom which helps children sit quietly as they come in. (Chalkboard has details of the lesson, date etc). Candle already lit, a simple altar is set up. Encourage children to silence their physical body by sitting in a comfortable position. Thereafter silence their minds by monitoring their breath. Say the prescribed standard commentary.

QUOTATION: “Before you speak, think -Is it necessary? Is it true? Is it kind? Will it hurt anyone? Will it improve on the silence?”

-Baba

INTRODUCTION:

After reading the quotation start a discussion by asking the following questions:

What do you mean by ‘Think before you speak’?

Have you hurt anyone?

If yes, how did you feel after?

How could you have avoided hurting the person, animal etc..?

Why does one hurt another person or thing?

Get all to participate in a discussion going with the intent to arouse the thought process. You want to make the children understand that people hurt intentionally or unintentionally.

Intentionally - is when they have pride, and want to put down another person. They take revenge because of hatred. They have not been loved and need attention and care. They are angry at their situation/position. They have not had the good fortune to love and be loved. So really the evil qualities make people act in this manner.

Unintentional - People don't realize what they have said or done. Again the love component is missing. (e.g. Night time prayer has a line Vihitam vaa avihitam vaa, knowingly or unknowingly if we make a mistake.)

Thus to summarize, if one gets rid of evil tendencies and starts to love himself/herself and others he will stop hurting others.

GROUP SINGING:

I WILL DO WHAT IS RIGHT

I will do what is good

I will do all the things that I know I should So my conscience I will never, never fight When I go to bed and to sleep at night

DISCUSSION:

1. What is right and good? Give examples.
2. How do we feel when they do something wrong?
3. What is conscience? When do you hear this voice?
4. Why does the song talk about "sleep at night?"
5. What happens when you go to sleep at night?

FOLLOW-UP GROUP ACTIVITIES:

1. Set a goal for yourself to see your behavior towards others. Do a daily or weekly analysis. Discuss this with your parents. Maybe get one of your friends to judge you too.
2. How do you feel when someone hurts your feelings? What do you do? What are the alternative ways to deal with this situation?
3. Write few sentences on the following: A new student joins the class and is teased because of his/her looks. What do you think should be done? (Could be a role play also)

PRAYER:

“Oh Lord, I am born now from the womb of sleep.

I am determined to carry out all tasks this day as offerings to Thee, with Thee ever present before my mind’s eye.

Make my words, thoughts, and deeds sacred and pure.

Let me not inflict pain on anyone; let no one inflict pain on me.

Direct me, guide me, this day.”

Taken from: <https://www.sathyasai.org/devotion/prayers/morningevening.html>

LESSON PLAN 2

VALUE: Non –Violence

Sub-Value: Fellow- Feeling

AIM: To impress upon each child how caring and concern for our fellow men can bring happiness to others and ourselves.

AGE LEVEL: 6-9 years

SILENT SITTING: Children are gently led into silent sitting by the teacher who says the prescribed commentary.

QUOTATION: "Unity is Strength"

STORY: The Terry Fox Story

Terry Fox was born in Winnipeg, Manitoba. He came from a close and loving family. Terry's ambition was to become a physical education teacher. After high school he went on to Simon Fraser University to fulfil his ambition.

All was well until early in 1977. While he was in his first year, Terry was bothered by a pain in his right leg. He ignored it as he was on the basketball team and was determined to finish the season. One morning, however, it became so bad he could not stand up. His worried father took him to the hospital.

Terry was diagnosed as having bone cancer. To stop the cancer from spreading, the doctors amputated Terry's leg above the knee. After the surgery he cried and cried. All his life Terry wanted to prove himself as an athlete. Losing a leg just made it harder to do.

Terry Fox decided to fight back in an extraordinary way.

Terry decided to run right across Canada to raise money for cancer research. He called it, "My own personal Marathon of Hope." He

wrote in a letter ".... There were faces with the brave smiles and the ones who had given up smiling. There were the feelings of hopeful denial and the feelings of despair. I could not leave knowing these faces and feelings would still exist even though I would be set free from mine. Somewhere the hurting must stop."

Three weeks after his leg was amputated, he got his artificial leg, and he was trying to walk. Three weeks after that he was out playing pitch and putt golf. Over the next two and a half years, Terry built his strength and prepared for his marathon. The Marathon of Hope began on April 12, 1980 on a cold rainy morning in St. John, Newfoundland. It was not easy. Terry faced many hardships. His artificial leg caused blisters and bleeding. Terry wrote: "I told myself, in spite of pain and disappointment I would keep going, no matter what happened. If I died, I would die happy because I was doing what I wanted to do."

On June 28, 1981, the Marathon of Hope sadly came to a close. Terry's family was with him when he died. Canadians heaped honours upon Terry.

Terry Fox has given the world much more than can be counted in dollars and cents. This ordinary person had responded to his troubles by reaching out to help others. In doing this, he became a symbol of courage to millions of people throughout the world. Along with the sadness of his death

there is a sense of celebration. It was the celebration of a hero who fought magnificently to the end for himself and for others. A celebration of a life that triumphed over death.

QUESTIONS:

1. How old was Terry Fox?
2. Was he brave? Explain.
3. What do you think of Terry Fox?
4. Do you realize that while he was running, he was also suffering and he did not tell people?
5. Did people like Terry Fox?
6. Did Terry Fox like people?
7. Did Terry Fox run the Marathon for himself?
8. What would Terry have accomplished if he had sat back and felt sorry for himself?
9. If Terry came to your neighbourhood during his marathon, what would you have done?
10. What was Terry Fox's dream?

GROUP ACTIVITY:

A. While walking you witness an accident where a dog is hit by a car. How would you react?

1. Just walk away and let the animal die?
2. Call the Humane Society for help?

B. How can I keep Terry Fox's dream alive?

GROUP SINGING:

It's a Small World

FOLLOW-UP AND LIFE APPLICATION:

The children can write about occasions when they have done something to help their friends.

PRAYER: "Oh Lord! the tasks of this day, whose burden I placed on you this morning, are over. It was You who made me walk and talk and think and act. I therefore place at Thy Feet all my words, thoughts, and deeds. My task is done. Receive me, I am coming back to you."

Taken from: <https://www.sathyasai.org/devotion/prayers/morningevening.html>

LESSON PLAN 3

VALUE: Non –Violence

Sub-Value: Polite & Well Mannered

AIM: To teach the children the meaning and significance of being polite & well- mannered and how to apply it in one's daily life.

AGE LEVEL: 9- 12

SILENT SITTING: Use the standard prescribed commentary for Jyoti meditation

QUOTATION: *Politeness and consideration for others is like investing pennies and getting dollars back."*

~Thomas Sowell

INTRODUCTION: Have the children discussed the meaning of being polite and well- mannered and how that can help both others and ourselves. Also, discuss what is honour and the importance of being honourable. At the end of the discussion give the definition listed below. Definition: "Showing consideration for others' feelings and wishes; being honourable and courteous."

Story: The lion and the mouse

(Note to teacher - The Lion, King of the beasts, is all powerful and would normally prey upon the mouse. However, he lets the mouse go because of his polite & courteous nature. The mouse in turn displays her integrity by keeping her promise, in spite of her limitations as a small creature.) In the heat of the day, a Lion lay asleep at the edge of a wood. He lay so still that a Mouse ran right across his nose without knowing it was a nose, and a Lion's at that. Bang! The Lion clapped his paw to his face and felt something caught. It was furry. Lazily he opened his eyes. He lifted up one side of his huge paw just a little bit to see what was under it and was amused to find a Mouse. "Spare me, Great King!" he heard the little creature squeak in its tiny voice. "I didn't mean to do it! Let me go, and someday I will repay you." "That's very funny," said the Lion, and he laughed. "How can a little thing like you help me, the great King of Beasts?" "I don't know," the Mouse replied, "but a little creature can sometimes help a big one." "Well, you have made me laugh, "the Lion said, "which is something I seldom do. And anyway, you would hardly make half a mouthful." He raised his paw and let the Mouse go. A few days later the Lion was caught in a hunter's net. The woods rang with his angry roaring and the little Mouse heard him. "That is my kind Lion!" she cried. "He is in trouble!" As fast as she could, she ran toward the spot from which the roaring came, and there he was. The Lion was thrashing around so vigorously in the net that the Mouse didn't dare to come near for fear of being crushed. "O King, be patient!" she cried, "I will gnaw through the ropes and set you free." So the Lion lay still while the Mouse worked away with her sharp teeth. And in a short time he was able to creep out of the net. "You see? I told you I would repay you," the Mouse said happily. "A little creature sometimes really can help a big one."

And the Lion had to admit it was true.

-Aesop's Fables

Discussion:

1. What did the lion try to do first when he saw the mouse?
2. Do you think the lion expected the mouse to keep its promise?
3. What feeling caused the lion to release the mouse?
4. What motivated the mouse to rescue the lion?
5. Give the moral/main idea of the story in your own words.

Group Activities:

1. Write a short story or essay describing polite & well- mannered actions in daily life.2.Create and enact a role play on the story of the "Good Samaritan."

Follow-up / Practical Applications:

1. Keep a record of the "polite & courteous actions" performed on a daily basis and report back at the end of the week.
2. Research and discuss real life heroes/heroines who stand out in their actions showing integrity.

Prayer:

Lord Make Me An Instrument of Thy Peace

Lord make me an instrument

Of Thy Peace

Where there is hatred

Let me sow Love

Where there is injury, Pardon

Where there is friction, Union

Where there is error, Truth

Where there is doubt, Faith

Where there is despair, Hope

Where there is darkness, Light

Where there is sadness, Joy.

O Divine Master,

grant that I may not so much seek to be consoled as to console

to be understood as understand

to be loved as to love

For it is in giving that we receive

It is in pardoning that we are pardoned and

it is in dying that we are born to eternal life.

Amen

Group Singing:

"This Little Guiding Light of Mine"

<https://www.youtube.com/watch?v=Ht8-h4xVdyE>

LESSON PLAN 4

VALUE: Non –Violence

Sub-Value: Helpfulness

AIM: Each child would understand that helping would provide happiness to themselves and others

AGE LEVEL: Group 2

SILENT SITTING: Jyoti meditation should be done with emphasis placed on sharing our love with all of God's creation, in the form of service. Say the prescribed standard commentary during the jyoti meditation.

QUOTATION: Do unto others as you would have them do unto you

INTRODUCTION:

The teacher gives the examples of the sun, trees, and the cow and creates a discussion about how they all help.

QUESTIONS:

Does the sun decide whom it should shine on?

If the sun does not shine what will happen to the world we live in?

Do the trees bear fruits only for some and not for others? Do the trees bear sweet fruits for their own enjoyment? Who enjoys the fruits from the trees?

Who enjoy the shade that the trees provide?

If the trees were not part of creation, what will happen to the animals and man?

Does the cow drink its own milk? Who drinks the milk from the cow?

Story: The doctor who served

Norman Bethune was born on March 3, 1890, in Gravenhurst, Ontario. When Norman was only six years old, his parents realized that there was something different about their son. He was quite an independent young boy. Throughout his life he was never the kind of person to do something just because everyone else was doing it. As a young man he was a teacher, a news reporter and an English Language Instructor. He graduated as a surgeon in 1942.

"Norman Bethune dedicated his life to the service of others. He gave of his time and his talents in an effort to bring healing into a suffering world. For the thousands of men, women, and children he served in Canada, the United States Spain and China, he has been a shining example of the Canadian spirit."

Norman always had a great deal of concern for people who were not quite so healthy as he was. He felt especially sorry for those who were poor and could not afford to visit a doctor or buy medicine when they were sick. Norman was known as a highly skilled doctor. He never refused to treat a patient who had no money to pay him at the time. In fact, he often gave money and clothes to unfortunate men and women who had less than himself.

Once while visiting some Mexican workers, who were using an old railway passenger car as their home, Norman delivered a baby for a family that was living there.

"Oh, thank you, doctor. Thank you," whispered the exhausted but happy woman, "but I have no money to pay you."

"My good woman," replied Norman, "don't worry about paying me. See, you have given birth to a fine healthy child. There is no need for you to give more."

For Norman Bethune saving lives were the most important thing in the world. This was why he did not remain long in Canada. He had been back only a few months when news reached him of war which had begun in China. He knew what he had to do. There would be people there who would need his help and skills as a doctor. In 1937, at the age of forty-seven, Doctor Bethune left Canada to join the war in China.

Norman had done similar work in Spain helping the wounded soldiers. In Spain he was troubled at the number of soldiers who died because help did not reach them soon enough. He hated in particular to watch the tearful faces of lost children as they sadly wandered from place to place, looking for their mothers and fathers. It was clear in his mind that war was a cruel thing. Norman decided to do something about the situation of the soldiers.

"It takes too much time for the wounded soldiers to come to our hospitals," Norman said one evening to some Spanish doctors with whom he worked. "They have lost too much blood along the way and many of them would die before they even get here. I tell you, my friend, we must bring the hospital to the wounded. We will buy a truck and make a hospital out of it. We will have a hospital on wheels! It will carry bottles of blood for transfusions, bandages, medicines, surgical instruments, gas masks, kerosene lamps and anything else we might need to save lives, Not only can we do it, we must do it! And so, enough talking! We have a job to do. Let's get on with it." Norman Bethune and his motor hospital saved many lives during the terrible war in Spain.

Just as in Spain, Norman became the doctor for thousands of Chinese people caught in the terrible struggle of war. Again, he stressed the need of bringing medical assistance to the wounded soldiers on the battle lines and he taught hundreds of young men how to give first-aid treatment to the wounded.

But it was not only the soldiers he cared for. Often, he would stop at small towns and villages to ask about the health of the people living there. On several occasions, he gave away his own food rations to hungry villagers and some of his own clothes to poor peasant children to protect them from the cold and dampness of winter's evenings.

After one year of working in China, Norman had become somewhat of a living legend. All over the country, people spoke about this strange Canadian doctor who went around risking his life in order to save others.

Questions/Life Applications:

1. Name two qualities that Norman Bethune possessed that allowed him to help others to such a great extent?
2. Did Norman choose the kind of people whom he liked to serve?
3. When we help, who feels happy?
4. Why is it important to help others?
5. Whom did Norman serve? Were they sick people, healthy people, rich people?
6. What do you think are some of the important qualities that you should have while serving others?
7. Do you know of anyone who has served others in the way that Norman did?
8. Norman did?
9. Is it important where and whom we serve?

10. Did Norman expect anything in return for helping others?
11. What are some of the ways that you can help in your home, school or community?

Group Activity:

- List all the qualities that Norman Bethune had, that made him help others.
- List the good qualities that you have and describe what you have done to help others with these qualities. (You can include in this activity help to animals, trees, flowers, humans, anything in God's beautiful creation).

Draw a picture of any part of the story that you enjoyed the most and say why you liked it

Prayer:

(Bal Vikas use)

Oh God be in my mind and in my thinking
Oh God be in my eyes and in my seeing
Oh God be in my ears and in my hearing
Oh God be in my mouth and in my speaking
Oh God be in my heart and in my desiring
Oh God be in my body and in my actions
Make me thy child true and pure, so that I see Thee in all
Then only will the whole world appear to be full of thy glory
I will then have no enemies
I will envy none and none will envy me, for they are no longer
themselves but thyself
And I am no longer myself, but Thyself
Thou art mine Oh Lord and I am thine

Conclusion:

Recapitulate what was taught and remind children about the importance of helping. Leave the children with the feeling that when we help others the rest is given to us automatically. For example, Swami says, "Take one step toward me, and I will take ten steps toward you."

Norman Bethune was not satisfied with sitting around and doing nothing. Even when he was confined to bed with tuberculosis, his determination to use his mind and body for the benefit of others, was so strong that he eventually found a cure for tuberculosis.

Helping is one way of bringing joy to oneself and to others.

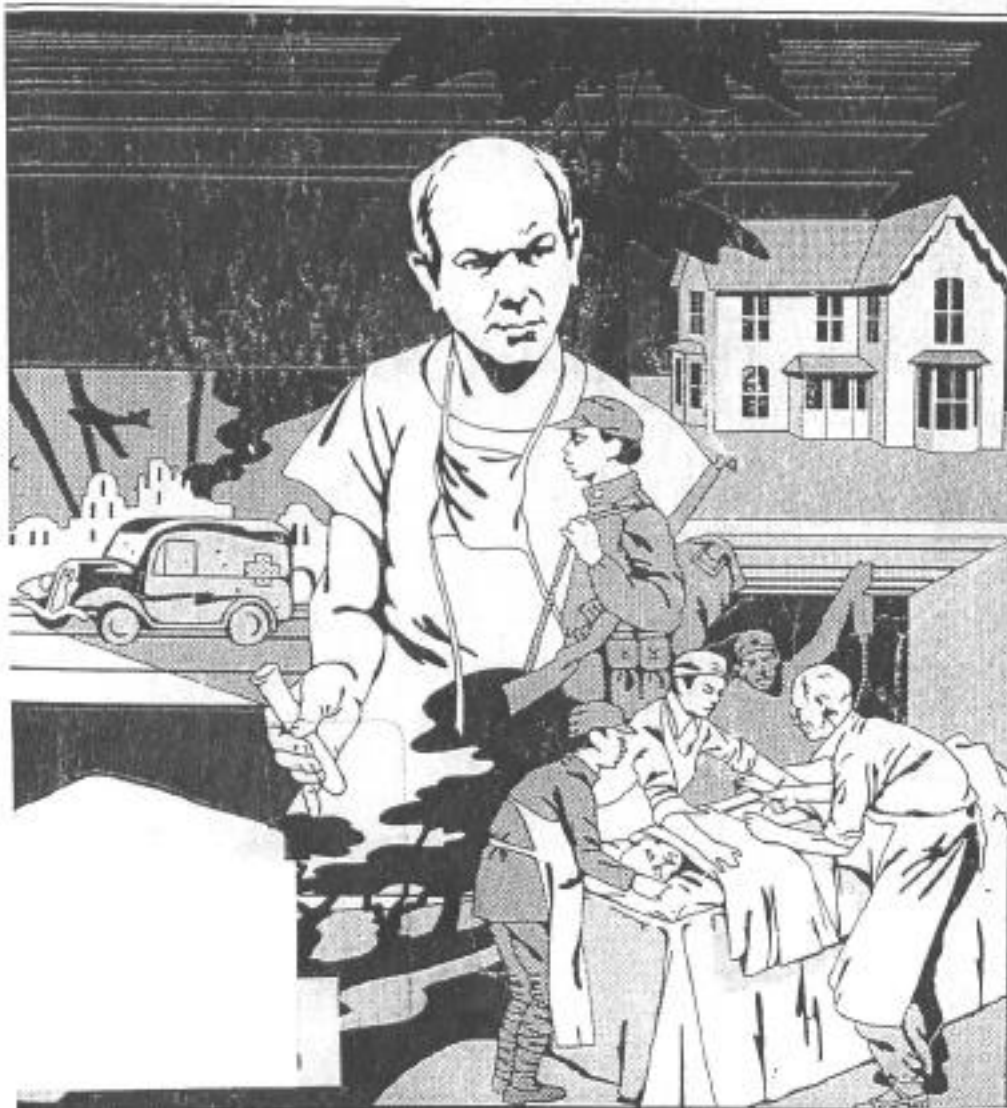
Group Singing : <https://www.youtube.com/watch?v=ISHwjJtnV8s>



THE CANADIANS

Norman Bethune

Roderick Stewart



LESSON PLAN 5

VALUE: Non –Violence

Sub-Value: Kindness

AIM: To enable the children to appreciate kind actions and how they can practice kindness in their daily lives

AGE LEVEL: 6-9 years

SILENT SITTING: Standard format with the Jyoti meditation

QUOTATION: Be the living expression of God's kindness: kindness in your face, kindness in your eyes, kindness in your smile, kindness in your warm greetings

Story: Little acts of kindness go a long way

Mother Teresa was born in Macedonia in the early 1900's. She was brought up in a very religious family. Her family would start and end the day by going to church. When Mother Teresa was about 15 years, she would listen to stories written by priests who were working among the poor in India. She was fascinated by the work that they were doing. It is at this time that she began to think about becoming a nun and going to serve among the poor in India. Mother Teresa studied for several years to become a nun. She eventually went to the slums in Calcutta to begin her work.

Mother Teresa started her work by setting up a school among the shacks in Calcutta. These children had never been to school so they could not read nor write. She had no tables, chairs, chalk or chalkboard to use for teaching. She did not have money to buy these things.

She knelt on the ground and used a stick to write the Bengali alphabet in the dust. The children were astonished at this. At first, she had five children but more came everyday. The children learned the alphabet, some nursery rhymes and how to keep clean. When people got to know about her work, they gave her the furniture needed for a school.

Mother Teresa looked after the poor and the dying with intense love. She cared for each person as she would Jesus. Leprosy is a disease which causes sores on your skin and it could also make you deformed. It is a disease that one catches easily. Usually, when someone gets the disease, he has to leave his family and go elsewhere. Mother Teresa opened a shelter for these people with leprosy. Although she worked with them, she never got the disease.

Mother Teresa loves children. She tells us of a child from a wealthy family who was always given lots of presents and a big party for his birthday. One year, he told his parents to give the money for his gifts and party to Mother Teresa. On the morning of his birthday he brought the envelope with the money to Mother Teresa. She believes children should learn to share and love.

Group Activities/Life Application:

1. Give examples of some things Mother Teresa did that you would consider kind.
2. Name some things we can do to help people.
3. Colour a picture of Mother Teresa helping children.
4. Write a letter to Mother Teresa asking her how you could help her with her work.
5. Make a list of all the qualities of Mother Teresa and a list of your qualities. Say what work you did for each quality. The information compiled can be used as a show and tell activity.

6. Plan a field trip to a nursing home or an orphanage.

Prayer:

Lord, make me a channel of Thy peace,
that where there is hatred I may bring love;
that where there is wrong, I may bring the spirit of forgiveness;
that where there is discord, I may bring harmony;
that where there is error, I may bring truth;
that where there is doubt, I may bring faith;
that where there is despair, I may bring hope;
that where there are shadows, I may bring light;
that where there is sadness, I may bring joy.

Group Singing: <https://www.youtube.com/watch?v=H98Rfljxmsc>

Conclusion:

Summarize the kind actions done by Mother Teresa as well as the examples given by the children.
Stress the actions that could be done by the children daily.

LESSON PLAN 6

VALUE: Non –Violence

Sub-Value: Good Manners

AIM: Children will be inspired to follow good manners

AGE LEVEL: Two or One

SILENT SITTING: Standard procedure for Jyoti meditation

QUOTATION: Good manners bring joy to everyone.

Good manners are key to success.

Good manners are the very basis of wonderful relationships.

INTRODUCTION:

Definition of good manners: Manners are an expression of how you treat others, their self-esteem and their feelings. Manners are under your control because they come from your heart. Manners can give you the power to bring pleasure into other people's lives. Good manners are based on kindness, compassion, thoughtfulness and love. Good Manners are the very basis of healthy human relationships.

Examples of good manners/LIFE APPLICATION:

1. Proper sitting in a classroom
2. Kindness to animals
3. Respect for any laws governing the environment i.e. careful of trees, flowers, lawns and bushes when playing
4. Showing respect for elders, parents, grandparents, teachers, policemen, etc.
5. Good table manners
6. Doing any assigned chores cheerfully, punctually and with good attitude is as important as the act.
You might make the slightest of thoughtful gestures that mean so much to the other person. The ultimate success of anything you do depends on how nicely you did it.

Quiz:

- A. You spill spaghetti sauce on the tablecloth at your friend's house. What are you going to do?
1. Wipe it up with your fingers and clean your fingers on your dress.
 2. Run out to the kitchen to get more sauce because your friend's mom wants you to enjoy your dinner.
 3. Apologize to your friend's mom and ask her if you may get some wet paper towels from the kitchen to clean up properly.

B. A boy hits you during recess. What will you do?

1. Go to him in the next recess and hit him back.
2. Go to him and ask politely why he hit you.
3. Go screaming to the principal to get him punished.

C. Your parent's friends visit your house. What should you do?

1. Say something in greeting even if it is as brief as 'Hello'
2. Go to your room without greeting them.
3. Make noise by running around in the house.

Song:

Good Morning, How are you?

PRAYER

Let Us Be United

Let us be united;
Let us speak in harmony;
Let our minds apprehend alike.
Common be our prayer,
Common be the end of our assembly;
Common be our resolution;
Common be our deliberations.
Alike be our feelings;
Unified be our hearts;
Common be our intentions;
Perfect be our unity.

- Rig Veda

Taken from <https://www.xavier.edu/jesuitresource/online-resources/prayer-index/hindu-prayers>

STORY

<http://www.free-short-stories.org.uk/inspirational-stories/a-lesson-in-manners-inspirational-story.htm>

GROUP ACTIVITY:

Kindness Pledge

Ask your kids what it means to be kind or to be a friend or to be nice, whatever they call it. I really made a list of their answers and put them in a rhyme. It is short, but to the point. It was important to me that the words were theirs- because they need to be able to understand what they are promising! Our pledge goes like this:

Today I pledge to be kind,
to use the nicest words I can find.

Today I pledge to try to share,
to wait my turn and to be fair.

Next activity: I think the students can make a chart like this that shows which manners to use where/when (picture below)

Guidelines for **MANNERS** *to teach kids*

IN GENERAL	
Say hello & good-bye	Be on time
Say please & thank you	Know how to make a phone call
Hold the door open for people	Sit properly
If you bump into someone say sorry	Be appreciative
Cover your mouth when you sneeze	Clean up after you make a mess

WITH ADULTS	WITH FRIENDS
Look people in the eye	Wait your turn
Use respect when talking to adults	Don't make fun of anyone
Don't interrupt	Give compliments
Say "excuse me" to get attention	Use kind words
No foul language	

AT THE DINNER TABLE	
Wash your hands before food	Wipe your mouth with your napkin
Place your napkin on your lap	Lean over your plate
Chew with your mouth closed	Use the right utensils
Don't talk with your mouth full	Learn to set the table appropriately
Don't slurp	Say please & thank you

Please and thank you are still magic words.

LESSON PLAN 7

VALUE: Non –Violence

Sub-Value: Tolerance towards other cultures

AIM: Each child will experience alternative ways of meeting problems.

AGE LEVEL: 9-12

SILENT SITTING: Standard procedure with Jyoti meditation

QUOTATION: "HELP EVER, HURT NEVER"

(Explain in terms of Purity in Thought, Word and Action)

"Om Sri Sai Sarva Hrydayavaasine Namah"

(Who resides in the heart of everyone)

INTRODUCTION:

Meaning of tolerance:

- a) getting along with all people
- b) developing mutual love and respect
- c) seeing oneself in others
- d) non-injury at the physical and mental level

Story: Martin Luther King Jr.

Martin Luther King was born on January 15, 1929, in Atlanta, Georgia. His parents loved him very much. He attended school and college in Atlanta. Later he attended divinity school in Pennsylvania. Martin became a pastor - just like his dad.

Martin's job as a minister was to help people in need. He visited sick people in hospital and made them feel better. He asked people not to fight with each other. He said that there were peaceful ways to solve problems. And like his father, Martin led people in prayer and song.

Martin Luther King helped to change some of the laws that prohibited some of the people to use public facilities. His efforts in bringing about equality in the society is very commendable.

Martin Luther King had a special talent for leadership. When he spoke people listened. Many people helped him work, march, sing, and pray for justice. In 1963, he gave the most famous speech of his life in Washington D.C to ask the President for jobs and freedom for black people. In that speech he said that he had a dream. His Dream was that People Everywhere would Learn to Live Together without being mean to one another.

Martin Luther King was shot and killed in 1968. Because he loved poor people so much, he was given a special funeral in Atlanta. His body was put in a cart and pulled slowly by two mules to a cemetery. On his gravestone were carved these beautiful words: "FREE AT LAST, FREE AT LAST, THANK ALMIGHTY, I AM FREE AT LAST."

Questions:

1. What was Martin Luther King's occupation?
2. What was his dream?
3. What qualities did Martin Luther King exhibit?

4. If you were in a situation where you have to solve a fight between a friend of yours and another classmate, would you:

- (a) favour your friend?
- (b) try to solve the problem in a peaceful way?
- (c) ignore the situation and move away?

Discussion/LIFE APPLICATION:

How can we achieve this harmony?

a) We need to understand the concept of "WHO AM I"?

Am I the body?

I am the Self that resides in the body.

b) Is the Self Universal?

We are the water droplets of the divine ocean

AWARENESS IS UNDERSTANDING THIS TRUTH.

Group Activities:

1. Role play based on story of Martin Luther King
2. Creative writing - a story about an argument you started on the school yard. Think of yourself as M.L.King or Ghandhiji and tell how your story will end with this in mind.
3. A rocket game based on the value (hand out)

Conclusion:

The divine is there in everyone. He is not more in a rich being or bigger in a fat being. His spark illumines the cave of the heart of everyone. The sun shines equally on all; His grace is falling equally on all

PRAYER

May the God who created a world of diversity and vibrancy,
Go with us as we embrace life in all its fullness.

May the Son who teaches us to care for stranger and foreigners,
Go with us as we try to be good neighbors in our communities.

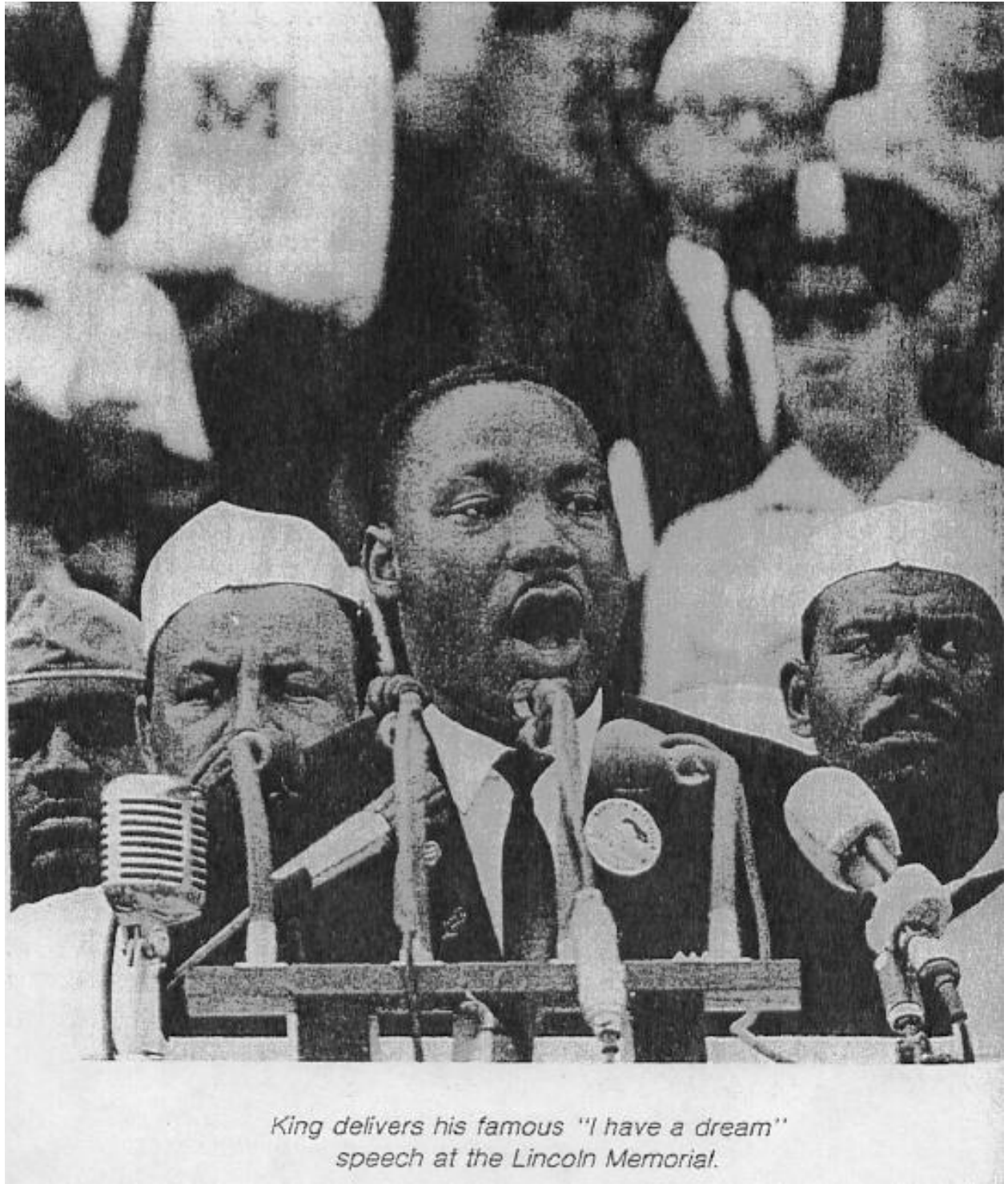
May the Spirit who breaks down our barriers and celebrates community,
Go with us as we find the courage to create a place of welcome for all.

- Clare McBeath and Tim Presswood

Taken from <https://www.xavier.edu/jesuitresource/online-resources/prayer-index/prayers-for-diversity>

Group Singing:

<https://www.youtube.com/watch?v=s2SakTTbtbM>



King delivers his famous "I have a dream" speech at the Lincoln Memorial.

LESSON PLAN 8

VALUE: Non –Violence

Sub-Value: Universal Love

AIM: Each child will learn the meaning of universal love, its benefits and put it into practice in their everyday lives

AGE LEVEL: Group 2

SILENT SITTING: Standard procedure with Jyoti meditation

QUOTATION: Keep love in your heart. A life without it is like a sunless garden when the flowers are dead.

INTRODUCTION:

Discuss in detail the meaning of Universal Love. What does the Universe consist of? What happens when we show love towards plants, animals and human beings? Is there anything common?

STORY: MOTHER TERESA

Mother Teresa is an Albanian-born Roman Catholic nun and founder of the Missionaries of Charity. She was born in 1910 as Agnes Gonxha Bojaxhiu. She is now a citizen of India and in her work she belongs to the whole world, but in her heart, she belongs to Jesus Christ. The first time that she wanted to devote her time to God, her mother didn't agree. But later she said,

"All right, my daughter, you go. But be careful to be always of God and Christ, only." She was only twelve years old when this happened and she prayed for six years waiting for God to call her. Then, when she was 18 years old, she got the call with the help of Our Lady of Letnice.

When Mother Teresa was unsure of devoting all of her time to God, her mother often repeated,

"When you accept a task, do it willingly. If not, don't accept it!"

In 1929, Mother Teresa went to Darjeeling, India to take her vows with the Loreto Sisters. Then she taught for twenty years at St Mary's High School, which was mostly for middle-class children. That was the only Catholic school they had in Calcutta at the time. In 1946, while she was travelling by train to a spiritual retreat in Darjeeling, she again experienced a call to leave everything and to follow Christ into the slums, to serve the poorest of the poor. She intensely felt that Jesus wanted her to serve him among the poorest of the poor, the uncared for, the slum dwellers, the abandoned, the homeless.

Mother Teresa says that there are two kinds of poverty. We have the poverty of material things, for example, in India and Ethiopia and other parts of the world where people are hungry, not only for bread, but other material things. And there is also a much deeper, much greater hunger. That is the hunger for love and that terrible loneliness of being unwanted, unloved, being abandoned by everybody. This is how Mother Teresa finally ended up serving the people who dwell on the streets of Calcutta.

Mother Teresa is known to everybody as a very kind, caring, and loving person. You could even think of her as your own grandmother. Everyday she is somewhere out in the world helping to feed the needy children in countries where they do not have enough food or money to live. "She helps

these children without taking any money. Her whole life has been based on SEVA. She practices what BABA says, "Love All, Serve All." Even though she does not practise the Hindu religion, her life has been dedicated to these very simple words. Even though Mother Teresa is old and sick, she always makes time for others. She always thinks of others before herself. She has become sick because she always works tirelessly for other people first, often ignoring her own condition. Nobody in this world has done more service than Mother Teresa. She has opened up many places for children where they can eat and have fun.

Many kids in India see her as their very own mother since she has helped them so much. She has spread the message of Universal Love through the dedication of her service to children in India and in many parts of the world. In 1979, she received the NOBEL PEACE PRIZE. This "trophy" is only given to those people who have helped to make the world a better place to live. Just as Mahatma Gandhi is the international father, Mother Teresa is the international mother.

Her everlasting love for children will forever be remembered by millions of people in this world. If we compare what we have done to what Mother Teresa has done, we will not even come close to doing what she has done to help these children. While we only spend a couple of hours doing SEVA in a month she spends 24 hours a day dedicating her life to others.

Questions:

1. What inspired you most about Mother Teresa?
2. What or who inspired her to do such work?
3. Did she wait for any recognition?
4. Who does she think of when she helps others?
5. What is the meaning of universal love?
6. Give an example of another person who you know spreads universal love?
7. How can we help to spread the message of love in school where there are many bullies and trouble- makers?
8. How many of you know who BARNEY is? How does he act towards other people? (Sing song if kids are really enthusiastic) – remove? I don't think Barney has been on TV for a while – most kids of this age will not have grown up watching it.
9. At what age did Mother Teresa want to devote all of her time towards God?
10. Read and discuss this poem

Group Singing:

GIVE ME JOY

Give me joy in my heart, keep me praising
Give me joy in my heart I pray,
Give me joy in my heart, keep me praising
Keep me praising till the break of day
Sing Hozaannah, sing Hozaannah,
Sing Hozaannah to the King of Kings
Sing Hozaannah, sing Hozaannah,
Sing Hozaannah to the King
Give me peace in my heart, keep me loving
Give me peace in my heart I pray.
Give me peace in my heart, keep me loving
Keep me loving till the break of day
Sing Hozaannah, sing Hozaannah,
Sing Hozaannah to the King of Kings
Sing Hozaannah, sing Hozaannah,

Sing Hozaannah to the King
Give me love in my heart, keep me serving
Give me love in my heart I pray,
Give me love in my heart, keep me serving
Keep me serving till the break of day
Sing Hozaannab, sing Hozaannah,
Sing Hozaannah to the King of Kings
Sing Hozaannah, sing Hozaannah,
Sing.Hozaannah to the King

Note: For Bal-Vikas students, the chorus can be changed as follows:

Sing Sai Ram, sing Sai Ram, sing Sai Ram to the Parthi King

Sing Sai Ram, sing Sai Ram, sing Sai Ram to the King

Bhajan Singing:

Rama Krishna Vasudeva Narayan Hari Hari
Vishwa Roopa Vasu deva Narayan Hari Hari
Narayan Hari Hari Om Narayan Hari Hari
Vishwa Roopa Vasudeva Narayan Hari Hari

Meaning: Sing the names of Rama, Krishna, Narayana who resides in all beings, and Hari another name of Krishna. All names are His!

GROUP ACTIVITY:

Make a list or create a photo album of family members and friends. Use this list to remind the students that there are lots of people who care for him/her. Discuss the idea of love being limitless – no matter how many people we love, there is always more love in our hearts. Love is endless to receive and endless to give.

Follow-up and life application:

Give some thought over the next few weeks as to how faithful you are towards your parents. Do you only show love to them when they give you what you want? Do you get angry when they can't fulfill your wishes? Try to be more loving this week. Find various ways to show your love and see what happens. Share this with us next week.



