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## **LESSON PLAN 1**

**VALUE: NON-VIOLENCE**

**SUB-VALUE: Responsible Citizen**

**AIM:** Each child will understand that no matter what one's culture or citizenship may be there should be no barriers to expand one's world.

**AGE LEVEL:** Group 2 -3

**SILENT SITTING:** The teacher guides the children into silent sitting by repeating the quotation softly to the class.

**QUOTATION:** "Ask not what your country can do for you, ask what you can do for your country."

### **PRAYER:**

Om Tatsat Sri Narayana Tu  
Purushothama Guru Tu  
Siddha Buddha Tu Skanda Vinayaka  
Savita Pavaka Tu  
Brahma Madhya Tu Yahova Shakthi Tu  
Ishu Pitha Prabhu Tu  
Rudra Vishnu Tu Ramakrishna Tu  
Rahim Tao Tu  
Vasudeva Tu Viswa roopa Tu  
Chidananda Hari Tu  
Advitiya Tu Akala Nirbhaya  
Atma linga Siva Tu

**Meaning:** Aum. That is Truth. I praise Sri Narayana, Guru (the embodiment of perfection), Siddha (God worshipped by Jains), Buddha (the Enlightened One), Vinayaka (Destroyer of all evil tendencies), Sun God (the Purifier), great Brahma who envelops the whole world, Jehovah (God worshipped by Hebrews), Jesus Christ, Rama, Krishna, Rahim who is all kindness, Vasudeva who pervades the whole Universe, Hari (destroyer of illusion), the formless one and only Atma-Linga which is timeless and fearless.

### **STORY: Diane Dupuy**

Whenever Diane Dupuy's Famous People Players give their puppet show, the audience enjoys first rate entertainment. Those watching the skits usually don't realize that most of the performers are mentally disabled.

When Diane Dupuy was 11 years old she was very tall for her age. Some of her schoolmates teased her and called her "Bug Eyes" because of her large, round eyes. As she says, all the teasing made it hard for her to gain self-confidence and she didn't involve herself in school activities.

Then she discovered puppetry, which let her perform without getting stage fright because she could act while unseen from behind a curtain. In her spare time she staged puppet shows for high school and mentally disabled children. In 1971 she staged a puppet show at the Canadian National Exhibition in Toronto. She also worked as a volunteer for the National Association for the Mentally Retarded in Hamilton.

A few years later when Diane was married and had her own family, she still wanted to help her disabled friends tap their abilities and see what they could do with their talents. In June 1974 she started a puppet troupe, with a small grant. She called the troupe "Famous People Players". Diane hired 3 of her non-disabled friends and 9 disabled people from a local school. Some of the disabled people had to practise their routines over and over again for months in order to learn a two minute slice of the show. But as audiences can see, it was worth all the hard work. Within the year the Famous People were performing in local theatres and delighting young and old. In the stage show that Diane developed, life-size celebrity puppets go through comedy routines. Since the members of her troupe are dressed in black velvet, they can't be seen under the "black light" - ultra violet stage lighting that makes them invisible to the audience. They work as a team, moving the colourful props about and manipulating the puppets. The audience laughs as the Players imitate their favourite stars of the stage, movie and T.V. The Famous Players also performed before Jimmy Carter when he was President of the United States.

They have played their shows on several T.V. programs as well as on the Jerry Lewis Telethon in the famous Radio City Music Hall. They were so successful that their fame spread throughout North America and around the world. The Famous Players have toured the world performing in places as far away as China. Diane Dupuy was named Woman of the Year in 1981 by the B'nai B'rith of Metro Toronto. In 1984 she won the first Ernest C. Manning Foundation Award of Merit for helping the mentally disabled. Diane Dupuy is fiercely proud of her disabled performers. She is amazed how well disabled people can develop when given the chance and when they know others have confidence in their abilities. Diane Dupuy has succeeded in integrating these people into a society which would otherwise have treated them as outcasts. She knew they had fought the odds and won. In conclusion, Diane Dupuy has demonstrated that such a culture can fill the hearts, minds and spirits of even the disabled anywhere. Her contributions and experiences have added to the richness of Canadian life.

**Discussion:**

1. What is your attitude towards disabled people in terms of their worth in society?
2. How does society treat them in general?
3. How did Diane expose these people culturally?
4. What kind of stumbling blocks (problems) do you think must have come her way?
5. What attracted Diane to venture on such a project?
6. Did Diane work on such a project to acquire fame?
7. Do you consider her accomplishments noble? Explain.

**Additional stories:**

Chinna Katha narrated by Swami “The king who prayed that everyone should be like him”

[https://media.radiosai.org/journals/vol\\_09/01MAR11/03-study\\_circle04.htm](https://media.radiosai.org/journals/vol_09/01MAR11/03-study_circle04.htm)

**Group Singing:**

1. Almighty Father with thousands of names  
Almighty Father with thousands of forms  
Why differ over names  
Why differ over forms  
We are all one and the same  
You are embodiments Love divine  
We are birds, God is wing  
We can fly when we are one  
We are all one and the same

**2. THIS LAND IS YOUR LAND**

Bibliography: Canadians All: 8 Portraits of Our People (Ed. Pub. Co.)

**GROUP ACTIVITIES:**

1. Write on the topic: "How appreciation of all cultures can help us to live in peace and harmony in a country like Canada."
2. Suppose one of the Famous People Players moved into your neighbourhood. How would you treat him?
  - a. Feel jealous and angry that a disabled neighbour could rise to such fame and glory.
  - b. Be nice to him and invite him over from time to time and even help him if he is in need of it.
  - c. Ignore him completely.

**LIFE APPLICATION:** Do one activity that contributes to the wellbeing of the society or people around you. Example – save some of your pocket money to buy food for lesser privileged people.

## **LESSON PLAN 2**

### **VALUE: NON-VIOLENCE**

#### **Sub-Value: Common Good**

**AIM:** Each child will have better understanding of the concept "Common Good"

**AGE LEVEL:** Group 3

**SILENT SITTING:** The teacher guides the children into silent sitting by repeating the quotation softly to the class or Jyoti meditation with the prescribed standard commentary

**QUOTATION:** "Help ever. Hurt never." or "Goodness is Godliness."

#### **PRAYER:**

Om Sarve Bhavantu Sukhinah  
Sarve Santu Niraamayaah |  
Sarve Bhadraanni Pashyantu  
Maa Kashcid-Duhkha-Bhaag-Bhavet |  
Om Shaantih Shaantih Shaantih ||

#### **Meaning:**

Om, May All be Happy,  
May All be Free from Illness.  
May All See what is Auspicious,  
May no one Suffer.  
Om Peace, Peace, Peace.

#### **Story: Paul and his business**

Paul, a Toronto businessman, prepares packages and distributes various spices to many retail stores. He takes good care of everything he does in his business. He also likes to display his packages personally in the stores where he distributes his spices.

One day in one of the stores where he was displaying his packages, the owner of the store came up to him and said, "Paul, your spices are selling very well." Paul looked up and said, "Sir, I knew and had confidence that your sale of spices would increase many fold."

The owner was surprised at Paul's positive tone and therefore asked Paul, "You seem to be very confident about this. Can I ask why you are so confident?" Paul replied, "Sir, I generally do not discuss this. However, I feel like telling you a little. Sir, you know, I do everything, starting from preparing spices to packaging them while reciting `VAAHE GURU, VAAHE GURU'. Even when I display them, I recite `VAAHE GURU' with every package I display."

**Questions:**

1. What is 'Vaahe Guru'?
2. What was Paul doing different than any other Businessmen?
3. Why do you think he was doing that?
4. Why would he want to do the displaying too?
5. Does recitation of 'Vaahe Guru' help? How?
6. Does it have to be 'Vaahe Guru'?
7. Why does he not want to talk about it?
8. Do you think Paul is a rich/wealthy person?
9. What do we learn from Paul?

**Additional stories:****Help ever, Hurt never**

<https://chintanmanthan.wordpress.com/2012/07/15/being-indian-help-ever-hurt-never/>

NOTE: Let discussion increase an understanding of 'COMMON GOOD.'

**Discussion:**

- Ask students to give an indication of what they learnt in today's lesson and arrive at a title "COMMON GOOD"
- Come up with other situations of 'Common Good'
- Lead them to arrive at appropriate quotes/Prayers.

**Group Singing:**

"WE ARE THE WORLD"

OR

Prepare a song on the following:

"I want to do ..... Should I? Should I?

Yes I can as long as I don't.....

and I don't ....."

Repeat with at least 3 different situations.

AND/OR

"DEENA DUKHIYON SE PREM KARO MERAA SAI PRASANNA HOGA"

**GROUP ACTIVITY:**

GAME: This is a non-verbal game. Please note that all answers are right.

Make two circles. One inner and one outer so that students are standing opposite to each other in pairs. After every question, students are to move to their right to get into a new pair.

Teacher/Guru is supposed to read out a situation and then ask a question with four answers (#1, #2, #3, & #4).

Students are to think and pick one of the answers (#1, #2, #3, & #4).

Once the answer is selected, students to indicate that answer to their partner (using their fingers). If there is a disagreement, partners may try to convince each other. If the agreement is reached, partners are to do the appropriate actions which are as follows:

Action for #1 is Smile, Hand Shake & a Hug

Action for #2 is Smile & Hand Shake

Action for #3 is Smile only

Action for #4 is Bow

If there is a disagreement, then do Baba's hand action (Indicating well...)

When all students have had their turn, the teacher indicated to the students to move to their right. At this time the teacher read out another situation, and so on.

Use as many situations as you can base on the availability of time.

Remember, students to evaluate their answers, on their own, in light of 'COMMON GOOD.'

Following are examples of such situations. More can be made up by teachers.

1. Appropriate for group-I. Modify for group-2.

One day Jason got ready a little early for school. He had a good breakfast and was in a very happy mood. He took his school bag and started walking towards his school with his mother. On the way some of his friends joined him. Half way down the road he saw one boy rushing towards the school while eating a chocolate bar. It seemed he was really hungry. Jason noticed that he ate the chocolate quickly and threw its wrapper on the road.

If you were in Jason's position what would you do?

1. Pick up the wrapper and put it in the garbage
  2. Ask your mother or friend to do it
  3. Pray God to give him wisdom
  4. Do nothing
2. Appropriate for group-3.

It was the beginning of July (a summer vacation time). Mallisa received her report card from her school and noticed she had secured 3 A's and one B. She was not all happy because she had expected all A's. She then showed her report card to her dad. Her dad was extremely happy at her achievements and offered to send her on a trip to the U.K. Mallisa at once accepted the offer and started preparing for the trip. Finally the day arrived and she was at the airport waiting in the check-in line. It was a long line and was moving slowly. She finally found herself at the top of the line. There were still many people behind her. The lady ahead of Mallisa got held up at the counter. This delayed everyone. Mallisa inquired and found out the reason for the delay. The lady did not have the airport tax receipt and neither did she have Canadian currency at hand to pay for it. (Please note that airport tax receipt has to be obtained from another counter and only Canadian currency is accepted there.)

If you were in Mallisa's situation, what would you have done?

1. Offer Canadian currency & get an airport tax receipt for her.
2. Just offer to get airport tax receipt for her.
3. Ask someone to help her.
4. Do nothing.

NOTE: The teacher must fully understand this game:

- This is a non-verbal game.
- We are not to evaluate any of the answers for under individual circumstances all answers may be correct.



- Teaching or evaluation of the answers takes place at a sub- conscious level for each of the students. This is the most powerful part of the technique; therefore, do not compromise on this part.

- The teacher is free to modify other technical parts of this game.

Before this game can be played with students, it is not enough to only explain the game but also to demonstrate it. For this, the teacher can take any two students and go through one situation. At this time, the teacher may want to ask these students reasons for selecting their answers. The teacher is to justify the validity of all the answers.

Other situations/persons that may be used for discussing the concept "common good" are the following:

#### **HISTORICAL-TYPE DAILY LIFE-TYPE**

-Terry Fox-Graffiti

-Gandhi-Littering

-Thomas Edison-Pollution Device in cars

-Jesus Christ-Seat belts

-No smoking areas

-Situations in the Home, Street, Mall, School

#### **LIFE APPLICATION:**

Do one good act or an act of kindness every day. You can help someone in need at school or help your family members. Sometimes just being a good listener is also an act of service

## **LESSON PLAN 3**

### **VALUE: NON-VIOLENCE**

#### **Sub-Value: Compassion**

**AIM:** Children will learn to recognize the Divinity that binds all living things together.

**AGE LEVEL:** Group 2

**SILENT SITTING:** Jyoti meditation with the prescribed standard commentary

**QUOTATION:** "A heart filled with compassion is the temple of God."

#### **PRAYER:**

Dear God,

I pray that to you that May all beings have Happiness and the causes of Happiness  
May all be Free from Sorrow and the causes of Sorrow  
May all live in Equanimity, without too much Attachment and too much Aversion  
And live Believing in the Equality of all that lives.

#### **STORY: The Buddha and the limping lamb**

The Buddha is in Rajagriha and is, one day, taking a walk. He gazes at the beauty of the flowers of the field and says: "O, Trees and Flowers of the Field! How trustfully you turn your faces to the sun! And how trustfully nightingales and doves take shelter in you! Alas, man hurts the birds and slays the animals! The wisdom of man is drenched in blood!"

Just then, a flock of goats and sheep passes by. The Buddha finds that the herdsman is driving them with difficulty. "What is the matter?" asks the Buddha.

The herdsman says: "Sir! There is in the herd a limping lamb. He finds it difficult to keep pace with others in the herd."

Affectionately, the Buddha asks the herdsman: "Why are you driving the herd in the heat of the noonday sun?"

The herdsman says: "Sir! I was asked to give the king a hundred goats and sheep for sacrifice in the yagna which takes place this evening."

And the Buddha says: "I, too, shall go!" They enter the city, side by side, the herdsman and Gautama Buddha. Meekly walks Gautama with the lamb on his shoulder. They cross the bazaar. And the buyers in the market stop awhile to gaze at Gautama. And women open their doors to

see how gently and gracefully he walks, the great lover of peace! He moves on. Many gaze at him, again and again. Many know him not. They have but heard of him and say:

"Behold the holy man who dwells on the hill!"

And the Buddha reaches the place where preparations have been made for sacrifice in the yagna. The man in charge is about to strike the sword against the goat marked for sacrifice, when suddenly the Buddha exclaims: "Great King! Let not the man strike! Take my life as a sacrifice, O King, and spare the goat!"

The words move the heart of the King. He then, asks Gautama to speak on the occasion: "O men! You can take life easily but, remember, none of you can give life! "So, have mercy, have compassion! And, never forget, that compassion makes the world noble and beautiful."

"Remember, too, that all living beings are linked together in maitri (Friendliness, compassion). Therefore, resolve that you will live on bloodless diet. Verily, in gentleness is the crown of life!"

The next day, a decree is proclaimed by the King. The order goes forth that none shall henceforth kill for sacrifice or for private pleasure. For life is one: and the crown of life is mercy or compassion.

### **Discussion:**

1. What did Gautama observe during his walk through the fields?
2. Why did he accompany the herdsman?
3. What was Buddha's advice to the King?
4. If you happen to see an injured person or animal somewhere what would you do?

### **ADDITIONAL STORIES:**

“Compassion is a sign of the great”

[http://media.radiosai.org/journals/Vol\\_06/01APR08/02-chinnakatha.htm](http://media.radiosai.org/journals/Vol_06/01APR08/02-chinnakatha.htm)

### **GROUP ACTIVITIES:**

#### **A. QUIZ:**

The following sentences are incomplete, please complete the following sentences:

1. A heart filled with compassion is the

2. Good deeds will bring
3. Do unto others as you would
4. Agog is man's
5. Compassion makes the world
6. The crown of life is mercy or
7. All living beings are linked together in
8. Gautama asked the people to resolve that

**B. ESSAY:**

Write an essay on kindness and compassion towards animals.

**GROUP SINGING:**

The time to be happy is now  
The place to be happy is here  
And the way to be happy is to make someone happy  
And we'll have a little heaven right here.

**LIFE APPLICATION:**

Be compassionate in your thoughts, words and deeds at all times.

## **LESSON PLAN 4**

### **VALUE: NON-VIOLENCE**

#### **Sub-Value: Consideration for Others**

**AIM:** Children will be encouraged to love and respect others

**AGE LEVEL:** Group 3

**SILENT SITTING:** Jyoti meditation with the prescribed standard commentary

**QUOTATION:** Love all. Serve All.

#### **PRAYER:**

Sarve Bhadraanni Pashyantu,

Maa Kashcid-Duhkha-Bhaag-Bhavet |

Om Shaantih Shaantih Shaantih ||

Meaning: may everyone be happy, may everyone be free from all diseases. May every one see goodness and auspiciousness in everything, may none be unhappy or distressed. Om peace, peace, peace!

#### **INTRODUCTION:**

The teacher explains the meaning of this sub-value. Consideration means 'caring.' Others mean everyone and everything which is not your own.'

Everyone does not only mean human beings but also includes animals, birds, insects and plants. Everything means every object in this world i.e. earth, sky, sun, moon, stars, oceans, rivers, lakes and hundreds of material goods we use in our daily lives like a house, food, clothes, pen, paper, chair, table, lamp, computer, etc.

Examples:

1. One student sits quietly in the class while another student talks without any consideration for other fellow students.
2. One person buys a bird, brings it home and takes good care of the bird. Another person buys a bird, kills cooks and eats the bird.
3. One boy keeps his room tidy by cleaning it every day. Another boy keeps his room dirty by not taking proper care of it.

### **Story: The considerate girl**

In a certain village there lived a couple who had a young daughter. It was just a small family. But poor as they were, these parents decided to educate their child. There was no school in the village in which they lived, so they had to send their child to a neighbouring village. She had to traverse a forest every day to go to the village where the school was. City people might be afraid of walking through a forest, but villagers don't mind; it is part of their daily life. So, this little girl spent her time going to the school in the neighbouring village, learning her lessons there, and then coming back home in the evening.

Along the way, in the forest, a small shelter had been erected to provide rest for wayfarers. One day, when passing by, this girl found an aged man in the shelter. He appeared to be undergoing some suffering. She realized that he would not be able to reach the next village, where he could get medical help and protection. Because of want of food, his body had become weak. From the next day onward she gave the food she had been carrying for herself to the sick man, who continued to lie in that small shelter in the forest. Every day, in the morning on her way to school, she would leave the food and in the evening she would collect the empty food container on her way back home. After ten days of ministering to him in this way, the patient gained some strength.

One day as she was coming by on her way home, he took the hands of this little girl and asked her, "Dear child, you have been giving me food every day. Please, tell me where this food is coming from. Do your parents know that you are bringing me food every day? Or are you taking it from somewhere without them knowing it? Is this, perhaps, the food that has been provided for your lunch, and you are giving it to me instead? Tell me what you are doing. Please answer my question."

She replied. "Honourable Sir, I have been brought up never to take things without permission, and I can assure you that my parents know of my bringing food to you. Ours is a very poor family and we have very little money, but still we have been able to manage to provide food for ourselves and those in need. So, I have been bringing food from my family especially for you."

He asked her, "But if you have so little money, how are you able to buy this food?" She replied, "Beyond here in the forest, there is a fruit-bearing tree. On my way, I collect fruits from that tree and sell them before going into the school. With the little money I collect, I buy the food. The next morning I prepare it and bring it to you."

The patient was overjoyed at her sacrifice and her intelligence and straight-forwardness. He questioned her further. "How did you get such a noble attitude of mind?"

She said, "This is all on account of the upbringing and teachings given to me by my parents. My parents have been telling me as long as I can remember that we must share with others and serve others. Ours is a very poor family, yet we always try to help others. I learned such kindness from the earliest age; it fills me with so much satisfaction." In this way, she told that old man a little bit about her family and then went home.

Gradually this patient picked up health and was able to walk to the village where this girl and family lived. What was the result of all the kind actions directed towards this sick man by this sweet little girl? The man told the family how he had been praying to God, "O Lord, give health and prosperity to the parents of this girl. When I was sick and helpless, I could not be of any use to the world. Now I am much better and can be helpful to others. I pray to You out of a heart filled with gratitude to bless this family." In this way, he shared with them the prayer he had been repeating, that God blesses good families such as these who generously help those in need.

Whatever this girl did in way of kindness, she never expected any reward for her actions. Without expecting any result or any fruits she had faithfully been serving the sick man every day. Now God showered His benevolent grace on her.

One evening, the Lord came to that house and asked, "Is this the house from which a child hails, who has given so much food and water to one in distress?" The Lord said, "It was I who went to that shelter in the form of a sick man. Now I am giving this money so that this child can grow up and become highly educated. I lived in that shelter for ten days to test this girl.

This child's heart is very sacred and pure; it is full of kindness; her heart is my dwelling place. "My own temple". He handed over the money to the parents telling them to use it for her happiness and her prosperity.

But the parents were not overjoyed at the prospect of getting such a large amount of wealth. They fell at the feet of this divine person who had blessed them with His visit. They said to Him, "O Mahatma, we do not have any need for so much wealth. Wealth beyond one's own capacity is harmful; it can take away one's peace of mind. It can increase one's ego and make one forget God. We do not want so much wealth." But having blessed them, he disappeared, leaving the entire wealth there. This person who came was not merely a great man. The family members recognized Him as the Lord Himself. Without keeping the money for just their own family, they used it for the welfare of the whole community in which they lived. They asked everyone to conduct themselves in the belief that present in every being is the full manifestation of God. They showed by their own lives how God can be obtained, by expressing love and compassion and kindness to all beings who are in need.

**Discussion:**

1. What influenced the girl to be considerate towards the sick man?
2. What qualities of the girl pleased the sick man?
3. How did the family use the money given to them?
4. How will you be able to develop the same qualities?

**ADDITIONAL STORIES:**

BE KIND - <https://www.youtube.com/watch?v=kAo4-2UzgPo>

**Group Activity:**

Each student should write 5 incidents in their lives where he/she did something for others without expectation of any reward. If you can't think of all the 5 incidents in the past then write the remaining incidents in the future where you will do something for others.

**Group Singing:**

Love All Serve All, Listen to the call of the Lord (bhajan)

Resources:

1. Discourses on the Bhagavad Gita - Bhagawan Sri Sathya Sai Baba
2. Life Story of Mother Theresa

**LIFE APPLICATION:**

Lend a helping hand to at least three people this week. It could be your family, friends, teachers or even a stranger. Write about how you helped, how you felt after helping that person.



## **LESSON PLAN 5**

### **VALUE: NON-VIOLENCE**

#### **Sub-Value: Willingness to Cooperate**

**AIM:** To teach the children how the practice of cooperation is beneficial to themselves as well as others.

**AGE LEVEL:** Group 4

**QUOTATION:** "Food is earned by all the limbs and organs of the body by cooperative effort. This is prepared and consumed by us. The food eaten is converted by stomach and other organs into strength and cooperative effort. This strength is shared by all the limbs and organs." – Baba

**SILENT SITTING:** Jyoti meditation with the prescribed standard commentary.

#### **INTRODUCTION:**

In the world, if we come together to do anything, we have to cooperate with one another to accomplish it. Otherwise we would cause harm to others as well as ourselves. Realizing this Truth the ancient sages and teachers of the past prayed thus:

#### **PRAYER:**

Om sahanaavavatu sahanau bhunaktu Sahaveeryam karavaavahai Tejasvinaavadheetamastu maa vidvishaavahai Om Shaanthy Shaanthy Shaanthy

(May the Lord protect us both

May he nourish us both

May we work together with great vigour and divine strength

May we both acquire brilliance of intellect through our studies

May we not hate one another

Let there be Peace, Peace and Peace.)

(Note to teacher - Discuss the necessity for cooperation; how the uncooperative behaviour of even a single individual could harm everyone around him including the uncooperative individual.)

#### **Story: Henry Bergh, the cart driver and the horse**

(Note to teacher - The ignorance of the cart driver made him react violently instead of cooperating with the horse to ease the cart out of the mud. The compassion of Henry Bergh

which gushed forth from "the value of non- violence" forced him to run and help the horse and teach the lesson of cooperation to the driver. The students should learn that any situation driving them to react violently can be solved through cooperation.)

Henry Bergh wasn't a hero at all; in fact, he wasn't anybody in particular; he didn't have a job because he couldn't decide what sort of work he wanted to do. He didn't have to work, because he had been born to very rich parents, who gave him everything he wanted.

Henry lived in America many years ago. His father was a shipbuilder, and Henry was born in New York in 1813. New York in those days, when Henry and his brother and sister were growing up, was very different from the city of today. There were no sky-scrapers, all the buses in the city streets were drawn by horses. There were lots of stray dogs running around. Needless to say there was no law in force then to protect animals from cruelty, and no society to help protect their rights.

When he was 26 he married and travelled over to Europe to see the world. He was a very smartly dressed and handsome person, tall and striking. One day when he was visiting Russia, he was walking down the street in his usual gay mood, swinging his cane and humming a little air (he was fond of music), when suddenly he heard a horrid noise. It sounded like someone moaning or sobbing. He stopped to listen.

All in an instant he felt as though he had frozen into a statue. He was filled with horror as he saw a short way off a teamster standing beside a heavily loaded cart which had got stuck in the mud. The load was far too heavy for the one old horse between the shafts and it was straining desperately, while the driver cruelly beat it with a long whip. While it strained at the load and quivered under the lash, the poor old horse made a desperate groaning sound.

In a flash Henry Bergh came to life, and as he rushed over to the scene, he yelled at the top of his voice: "Stop that!" A strange and unexpected thing had happened. Henry could feel in his heart just the way the poor old horse was feeling, as the cruel teamster beat it; he could feel its misery, pain and despair.

He seized the whip, and the two men stood glaring at each other, as though they were going to have a fight. Then the teamster noticed Henry's smart clothes and dignified air, and thought better of his idea of punching him, and instead started shoving at the cart himself. Henry helped him and together they eased it out of the mud, and after a short rest the horse could go on. Then Henry handed back the whip. "Don't you ever maltreat your animal like that again!" he warned, threateningly.

From then onwards Henry Bergh, dedicated his life to the protection of the animals and helpless. He educated the world of the need to cooperate with animals in a positive manner without exploiting them.

**Questions:**

1. What would have been the feelings of the driver when he beat the horse?
2. Would he have achieved anything of benefit by continuing to beat the horse?
3. Identify the emotion which made Henry Bergh run to the rescue of the horse?
4. How would you have behaved if you were in the shoes of Henry Bergh?

**GROUP ACTIVITIES:**

1. Come up with a few instances when you behaved violently in the recent past. Discuss them in the class. Create and enact a role play including the sub-value of "Willingness to Cooperate".

**GROUP SINGING:**

O Children of Noble Culture

O Children of noble and ancient culture

Awake the time has come to rise

United with courage and strength together

Rise up awake the time is right

O children of strength and courage

We the young ones of today our duty awaits us

Now is no time for weakness

Now is the time for action

Let us love and serve one another

Let us strive to build our future

Let us join hands and voices across this land

Continuing the work our fathers began Fearless, with courage and determination

Building a new home in this land

O Children of brighter future.

**LIFE APPLICATION:**

1. Keep a diary to record instances of cooperative and uncooperative behaviour on your part. Let it include the outcomes and ultimate results achieved. Could the results have been better if the behaviour was different?
2. Research and discuss real life heroes/heroines who contributed to the world by their cooperative behaviour.

## **LESSON PLAN 6**

### **VALUE: NON-VIOLENCE**

#### **Sub-Value: Courtesy**

**AIM:** Children will learn to recognize that by serving others with love, courtesy and sacrifice they will achieve inner peace, confidence, and faith by realizing everything is divine.

**AGE LEVEL:** Group 2

**SILENT SITTING:** Jyoti meditation with the prescribed standard commentary.

**QUOTATION:** Kindness in words creates confidence. Kindness in thought creates profoundness. Kindness in giving creates love and courtesy.

#### **INTRODUCTION:**

Definition of Courteous: Polite, kind, considerate approach.

Courtesy is an attitude and practice of living in harmony with others and with one self. Courtesy is living truthfully and doing one's duty with love and consideration. It is an attitude in which we avoid inflicting pain on others. If we are unable to help others, we must refrain from intentionally harming them.

While adhering to our duty, we may have to discipline others in order to protect and serve the community. e.g., A policeman may have to discipline a criminal who is violating the rights of others in order to provide security and peace in the community.

#### **PRAYER:**

“Swami please think through me,  
feel through me,  
speak through me,  
act through me,  
love through me,  
and breathe through me.  
Om, peace, peace, peace.”

#### **STORY: Sir Frederick G. Banting — "HE LIVED TO GIVE"**

In March of 1941, two men stood chatting as they viewed an oil sketch of an eastern Canadian landscape. The painting was boldly done, revealing the rocky harshness of the scenery of Quebec.

"His interest in art was much more serious than people believe. He is a gifted amateur with his courtesy, energy, active mind and dislike for anything else but honest work. He could have achieved fame in the field of art too", said the older man, Mr. A. Y Jackson, a famous Canadian painter. The sketch which he was referred to was done by a friend named Sir Frederick G.

Banting, who is remembered by most people as the discoverer of insulin. Jackson went on, "You know Banting showed the same enthusiasm for paint as he did for research."

"You are right of course," replied Dr. Best. "I was only twenty-two and he was thirty. He was an amazing fellow. He had been hounding Macleod for laboratory space and animals with which to experiment at the University of Toronto. Macleod was pretty sceptical of Banting's theory about secretions of the pancreas and their connection with diabetes." "And no wonder," replied Jackson, smiling. "Don't forget, Dr. Macleod was a world-famous medical authority on diabetes. Banting was just getting into research."

"That was true, but there were also those who even suggested that Old Macleod was a bit jealous of Banting. Maybe it was Banting's confidence and determination that upset him. I really couldn't say, but when Macleod finally gave us permission to use the labs and the dogs, well, Banting soon forgot any of his earlier troubles with him."

"It was spring of 1921 when you began your book, wasn't it?"

"May 16, to be exact," grinned Best. "Come to think of it, our little Toronto group wound up with that piece of research rather quickly—in less than three months. Then when we found that we could produce insulin from the pancreas of slaughtered cattle, we know we had really won. We started in the spring of 1921 and we were treating patients with insulin by the third week in January of 1922."

"Remarkable," answered the painter, as he turned to gaze out the window. "What a pity," he mused. "To think that at the peak of his career, and still a young man..." His voice trailed off.

"We used to go on painting excursions together. The first time he went out with me in Quebec was at this time of year — March. It was bitterly cold. Cutting winds blew in from the Gulf. But he was a farm boy from Alliston, Ontario; he was used to cold weather. For two weeks he plugged away with frozen hands and frozen paint.

I remember his comment at the end of it, and I thought this was a sissy game." Jackson smiled at the memory.

"Usually, the weather was glorious and we had long hikes on the roads or cross country on snow shoes. At noon we would make a fire in the woods and make tea in a lard pail. Banting worked in all kinds of weather, sometimes producing five sketches in a day. He was always cheerful and ready to go anywhere. He was the happiest soul I have ever known."

"I agree," replied Dr. Best. "I remember when we began our experiments that May. Banting was very excited. He didn't even care that we weren't being paid. Did you know that, Alex? And we had no grants to help us either."

"It was pretty close at times," chuckled Best. "Before the end of that summer, Banting even had to sell his car so that we could eat. We often slept on cots right there in the labs. Banting looked after the surgery; I handled the chemical procedures. It was great team work. He was a fantastic man. He had an intense determination combined with a clear view of where that determination should lead."

"You were fortunate to have known such a man," said Jackson. "We all were. He was modest, too, Alex. When the world understood the importance of the discovery of insulin, people went mad. They would have served Banting the moon on a platter."

"I'm sure if you had been one of the thirty million diabetics in the world, you'd have gone a little mad, too," commented Jackson. "The world had reason to celebrate. Diabetics could now look ahead to life — a controlled life, mind you. But not death. Death was no longer inevitable."

I know," said Best. "But when the honors were heaped upon him, Banting didn't seem the least bit impressed. The Star Gold Medal in 1922, then the Reeve Prize for Medicine in 1923. There were at least six other awards after they knighted him in 1934."

"Frederick shared the Nobel Prize with you, didn't he, Charles?"

"Yes, Alex," he did. "None of this seemed to touch Banting. He was anxious to get on with more research."

"He was working on a cure for cancer when the war broke out, you'll remember. Well, Banting set to work on his nutritional research. Heavens knows, the Canadian forces are probably the best-fed soldiers in the war because of his work, and perhaps he would be alive today if he hadn't become so keen on the physiological problems related to high-speed flying."

"He was on his way overseas to work out something with the British on this, was he not?" asked the painter.

"Yes, he was. Poor weather and the frailty of the aircraft and you have the rest of the story. It was only one month ago the plane went down. It is a tragedy Charles, but he wouldn't have seen it this way. Banting once told me the great joy in life is to accomplish. It is the getting not the having, it is the giving, not the keeping.

### **Discussion:**

1. Imagine you are Dr. Banting addressing a group of students regarding the importance of a nutritious and well-balanced diet. What sort of things would you tell them?
2. Dr. Banting needed dogs to help with his experiments at the University of Toronto. Some people are opposed to the use of animals in this way because they believe that it is cruel and unwarranted. Discuss your views on this subject.
3. By using dogs for experiment is he being courteous? Explain.
4. How do we practise and cultivate courtesy in our daily lives?
5. Does courtesy makes a person impractical? Explain.
6. What are the benefits of being courteous?
7. What did you gain/learn from this lesson?

### **ADDITIONAL STORIES: "The Taxi Driver and the Old Lady"**

**GROUP ACTIVITY:**

1. Write the news story covering the plane crash of Dr. Banting.
2. Gather information about diabetes and discuss the best way to provide home care for patients.
3. Prepare a week's menu for a patient.

**GROUP SINGING:**

Forget the kindness that you do

**Resources used for lesson:**

1. Canadians all 2, Portraits of our people Terry Angus- Shirley White
2. Pathways to God
3. Sri Sathya Sai Balvikas Primer - 2 for Group 2

**LIFE APPLICATION:**

Carry out one or more acts of kindness for others this week. Either write or draw a picture about it. Share it with the class next week.