



## **SRI SATHYA SAI INTERNATIONAL ORGANIZATION (CANADA) SSE CURRICULUM**

### **SAI SPIRITUAL PROGRAM (SSE)**

Bal Vikas means, literally, “blossoming of the child.” Bal Vikas or Sai Spiritual Education (SSE) as the program is known outside of India encourages children to live by the ancient truths or Sanathana Dharma that Sri Sathya Sai Baba, by His life and message, exemplifies.

The primary objective of the program is to awaken the latent divine qualities within each child. This is done gradually, through an emphasis on the cardinal human values of Truth, Right Action, Love, Peace and Nonviolence. The teaching is a process of what Sri Sathya Sai Baba speaks of as Educare- knowledge revealed from within. One of the most important factors in the process is the teacher him or herself: the SSE teacher must be a living example of the values and virtues being taught.

### **SATHYA SAI EDUCATION IN HUMAN VALUES**

By the 1980s, the SSE program was also adapted to foster human and spiritual values in children in the local community without the focus on a specific spiritual teacher. This new program called Sathya Sai Education in Human Values (SSEHV) is taught in community and after-school settings.

### **COURSE CONTENT**

The teaching techniques in all SSE classes is uniform and consists of 5 components: Meditation, Prayers, Bhajans (Devotional Singing), Group Activities and Stories. The Five Human Values are at the core of the curriculum in all the classes, but through scaffolding, the objectives and expectations change as the students grow up and mature. The following pages will describe each class’s objective and curriculum.



## **PRE- SSE**

The main objective for this age group to develop love for Swami in a fun way. The activities can include simple prayers (Vakratunda Mahakaya or English prayers), value songs, coloring activities etc. The duration of the class can range between 45 minutes and an hour. The child should be at least 4 years to be admitted into the Pre SSE classes.

## **GROUP 1**

The objectives for Group 1 are:

### **Group I (Ages 6, 7, 8)**

- Develop faith in and relationship with God.
- Encourage respect for parents, teachers/gurus, elders, and the environment.
- Foster self-esteem and self-discipline.
- Nurture truthfulness.
- Promote the practice of placing a ceiling on desires.
- Cultivate a spirit of loving service to self, family, school, and others.

In terms of Meditation, the focus for Group 1 is on learning proper posture and sitting silently for a few minutes.

The students are taught simple prayers and bhajans from various religions. The five Human Values (Love, Truth, Right Conduct, Non-Violence and Peace) are also imparted through the learning of simple songs.

Another integral part of the curriculum is reading several stories: Chinna Katha, Stories for Children and Sri Sathya Sai Baba's Life and Teachings are some of them.

During the classes, the students are also learning about various festivals of different religions.



**Group 1**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Silent Sitting</b>	Use Commentary  Proper posture  Emphasis on Swami	Use Commentary  Proper posture  Emphasis on Swami	Use Commentary  Proper posture  Emphasis on Swami
<b>Prayers or Slokas (hymns)</b>	Revise prayer (s) taught from PreSSE It could be ganesh prayer or simple English prayer  Samastha Loka,Brahma Arpanam, Christianity (2) prayers  Lord Make me an instrument	On Sahana Vavatu, Asato Ma, Vibhuti Prayer, Om Sarva Mangala Mangalye, Other Religion (Islam)	Revision of slokas from Year 2  Other Religion (Buddhism)
<b>Bhajans (Devotional Singing)</b>	Simple bhajans -one bhajan per month is sufficient. The main purpose of bhajan singing at this level is to develop a love for Swami through singing. It should be enjoyable for the children also.  Value Songs	Simple bhajans -one bhajan per month is sufficient. The main purpose of bhajan singing at this level to develop a love for Swami through singing. It should be enjoyable for the children also.  Value Songs  Encourage Own compositions	Simple bhajans -one or two bhajan per month is sufficient. The main purpose of bhajan singing at this level to develop a love for Swami through singing. It should be enjoyable for the children also.  Value Songs  Encourage Own compositions



<b>Stories</b>	Swami's Own life – "His Story" Stories for children Chinna Katha Folk stories from various countries Stories from different religions Uncle Lion's Tales	Swami's Own life – "His Story" Stories for children Chinna Katha Folk stories from various countries Stories from different religions Uncle Lion's Tales	Swami's Own life – "His Story" Stories for children Chinna Katha Folk stories from various countries Stories from different religions Uncle Lion's Tales
<b>Group Activities</b>	Pictorial Arti Show and tell Games to imbibe Swami's teachings	Coloring activities Show and Tell Quizzes based on Swami's teachings Role play on Swami and Shirdi Baba's life	Crossword puzzles Show and Tell Role play on Swami and Shirdi Baba's life Poster Making/Card making
<b>Festival</b>	Christmas	Eid	Buddha Jayanti



## **GROUP 2**

The objectives for this group are:

### **Group II (Ages 9, 10, 11)**

- Demonstrate increasing integration of objectives from Group I.
- Foster the understanding of Divinity in all.
- Develop the faculty of discrimination.
- Promote the practice of placing a ceiling on desires.
- Impart noble ideals.
- Foster understanding of the unity of faiths.
- Encourage the practice of selfless service.

In terms of Meditation, the students will be introduced to Jyothi (Light) meditation.

The students will continue to learn prayers and chantings from various faiths in addition to learning Suprabhatham (the prayer with which we awaken the Lord) and Sathya Sai Ashtothram (108 names of Bhagawan Sri Sathya Sai Baba). The students are also introduced to the teachings of the Bhagavad Gita with a focus on Karma and Bhakthi yogas.

The students continue learning about Swami's teachings.

Through several activities and games, students gain an understanding of how to implement the 5 Human Values in their everyday life.

Please see the curriculum chart for more details.





	His Story – Swami’s Life story as Told by Himself	Experiences of Devotees – Radio Sai, Sai Baba the Man of Miracles	Experiences of Devotees – Radio Sai, Sai Baba the Man of Miracles
	Life of Great Persons from various faiths	Life of Great Persons from various faiths	Life of Great Persons from various faiths
<b>Bhajans (Devotional Singing)</b>	Sri Ganesha Sai Ganesha, Hara Shiva	Gopala Gopala Radhey Nandalala	Madhuvana Sanchari, Hara
	Shanker, hari Hari Hari Hari Smarana,	Bolo Narayana, Chandrashekharaya	Ganga Jatadhar, Radha Radha
	Om namo Bhagawate Vasdevaya	Nama Om, Durge Durge Durge Jai Jai	Radha Krishna Radha,
	Jai Hari Krishna,	I love you, You are Lord of the Universe	Value oriented songs
	Dance Siva Dance	Own Composition	
	Value Songs	Value Songs	Value Songs
<b>Group Activities</b>	Value Games, Role Play	Value Games, Role Play	Value Games, Role Play
	Crossword puzzles, Quizzes	Crossword puzzles, Quizzes	Crossword puzzles, Quizzes
<b>Festival</b>	Attitude test, experiments Value oriented	Attitude test, experiments Value oriented	Attitude test, experiments Value oriented
	Christianity	Ram Navami	Eid
	Focus for lesson plans - Ceiling on Desire, 5 elements & their interrelationships with man, Bhagavad Gita (Karma Yoga and Bhakthi Yoga) and introduction to various faiths		



### **GROUP 3**

The objectives for this group are:

#### **Group III (Ages 12, 13, 14)**

- Demonstrate increasing integration of objectives from Group II.
- Develop awareness of the Self (learn the difference between “self” and “Self”)
- Strengthen moral living.
- Emphasize selfless service.
- Promote the practice of having a ceiling on desires.
- Foster a sense of one’s role in society.
- Facilitate learning to control negative emotions.
- Provide practice in applying spiritual principles to concerns and challenges faced in the wider community.
- Develop communication skills, in oral and written form, that reflect spiritual principles.
- Develop a spirit of mutual trust and love, especially with parents and peers.

As our students grow up, their immersion into the program should increase.

The Group 3 students focus on exploring the teachings of the Bhagavad Gita and the Bhaja Govindam composed by Adi Shankara. They learn how all religions teach the same principle and how in reality all religions are one. Finally, the students delve into the interrelationship of Service and Man.

They are also learning and practicing one new Bhajan per month.

Students are encouraged to read the following books: Summer showers in Brindavan, Sathyam Shivam Sundaram, etc.





### Group 3

	Year 1	Year 2	Year 3
<b>Silent Sitting</b>	Jyothi (light) Meditation	Jyothi (light) Meditation	Jyothi (light) Meditation
<b>Prayers &amp; Topics to be discussed</b>	Gita- Jnana Yoga (Path of Knowledge)	Gita-Sadhana & karma	Project Camps. Seminars, Debates
	Bhaja Govindam 1-8	Bhaja Govindam 9-16	service camp
	Focus on Self-improvement	Community living	Training to be SSE Gurus (This could be helping children from Pre-SSE or Group 1 in the classrooms, helping them to prepare for Easwaramma Day competition/celebration or going into the classroom to assist the gurus once a month etc.
	Improve of prayers, Jap, Om, Dhyana	Participation in family work	True life experience
	5 D's - <a href="https://www.sathyasai.org/studyaids/5-d">https://www.sathyasai.org/studyaids/5-d</a>	Major Religions	Revision of prayers: Ashtotharam,
	Inter-relationship of service & Man	Spirituality of First Nations, Cultural Habits & manner of Canada	Suprabhatham, Sarva Dharma prayer,
	Suprabhatham, Sarva Dharma (multi-faith) prayer	Stories of inspiring individuals -the gurus to focus on both current and historical figures	Continued from previous years
<b>Bhajan (Devotional Singing)</b>	1 Bhajan per month with meaning & significance of namasmaranam (continuous chanting of God's name)	1 Bhajan per month with meaning	1 Bhajan per month with meaning



<b>Major Religions include Life and Teachings of Founders</b>	Buddhism, Zoroastrianism, Jainism	Judaism	Hinduism
		Christianity	Sikhism
	Life & Teaching of Bhagawan Baba	1973 Summer Showers,	Gita Vahini
		Prashnothara Vahini	Discourses of Swami and Gita Vahini
		Sathyam Shivam sundaram	
		Sanathana Sarathi	
<b>Other</b>	Significance of Omkar	Life of Shirdi Sai	Life of Sai Devotees – Professor Kasturi, Dr. John Hislop etc.
	Introduction of Yoga	Management of Thought, Breath & Time	Swami’s discourses on Mind
	Words of Wisdom	Words of Wisdom	Words of Wisdom
	Books report on Sai Literature	Books report on Sai Literature	Books report on Sai Literature
	Health & Hygiene, Sathwic food	Health & Hygiene, Sathwic food	Health & Hygiene, Sathwic food
	Sprit of Seva		
<b>Spiritual Diaries</b>	Can use an online version	Can use an online version	Can use an online version



## **GROUP 4**

The objectives for Group 4 are:

### **Group IV (Ages 15, 16, 17)**

- Demonstrate increasing integration of objectives from Group III.
- Encourage self-motivation and regular routines in spiritual practice.
- Establish a sense of the interdependence of self and society; deepen the understanding of one's role in and responsibility to society.
- Understand the concept of Dharma (choosing actions and behavior that promotes happiness and wellbeing for the whole humanity) and Increase ability to make dharmic choices when facing moral dilemmas.
- Demonstrate human values by meeting life challenges with love, confidence, and understanding of others.
- Establish habits of non-waste of resources and continue all disciplines of the “ceiling on desires” program, including:
- Developing a deeper understanding of the consequences of one's choices of friends, activities, social media interactions etc.
- Deepening the practice of controlling negative emotions.
- Foster excellence in all endeavors -academics, sports and work – promoting team work and healthy competition
- Apply all aspects of the curriculum and develop awareness of self as exemplar, through leadership roles. For example: assisting/mentoring roles with younger children.
- Provide increasing emphasis on selfless, loving service through:
- Participating in local and regional service projects and activities.
- Initiating service project with age-group peers.

In the beginning of the three-year program, the Guru and the students collaboratively set the goals for the program.

The students through interactive sessions, role plays, study circles, presentations, and helping in the various wings of the Sai Organization –especially with the Education and Seva (Service) Wings - experience how Education in Human Values translates into action.

### **Guidelines of the planned Activities:**



All activities focus on Swami and His teachings  
All activities provide a sense of “belonging” to the student.

Proposed types of activities:

Lectures will be kept to the minimum.

The 5 teaching techniques are still used, but in a more subtle way. The lesson plans include the following:

- Debates
- Group discussions
- Study circles
- Guest speakers
- Field Trips
- Art activities like singing, song writing, instrument playing, drama etc.
- Monthly journal.
- Each student will be discussing a question/difficulty/challenge they had to face. – in class or in the monthly journal (to be decided collectively by the students and gurus)
- Brainstorming/Organization/Implementation of various cultural events and seva projects for youth.
- Helping the Gurus in SSE Classes
- Working with young adults on suitable projects; this includes discussion on career/adjusting to university life, Swami’s Birthday plays and service projects like volunteering in a food bank and a homeless shelter.



## CURRICULUM FOR GROUP 4

**SSE Classes should start with Silent Sitting (Jyothi meditation or “Who Am I”) and Prayers**

Year 1	Year 2	Year 3
Swami’s Teenage Years -What do we learn from it? -Swami as a role model for me	Swami as Role Model -Role model for me and the world -Qualities/actions of Swami as a role model	Swami’s Activities for the Welfare of Humanity - Exploring what centers are doing globally
9 Point Code of Conduct -What is it? How do we use it? Practical integration	Loving Relationship with and respect for elders and parents	Love Without Duty - Seva Without Expectations – feel and serve
Putting 3HV into practice <i>(*overarching theme throughout the curriculum)</i> -Seva activities -Activities for self-reflection -Many creative ideas can stem from this	Unity in Diversity - Respecting and appreciating global cultures  -Identifying world religions that presently live the same message as Swami -Knowledge/awareness of healthy/unhealthy on-campus groups (social workers/community specialists can be invited to deliver sessions)	Unity of Faiths - Understanding and respecting all religions -Understanding the similarities and also being aware of the differences too (message is the same; beliefs may differ)  -World Role Models (living/past) that exemplify Swami’s message/mission
Integrating 5 Human Values -How do we see this being practiced within the Sai community? -What are some other examples where the 5 HumanValues are being integrated? Or, where can the 5HV be integrated more? -Examine 5HV in the home, school/workplace, Sai community and larger community setting; politics; media; etc. -Exploring seva in the community – values in practice	Ceiling on Desires -Time and Money -Identifying wants and needs - Schedules, budget, etc.	Ceiling on Desires - Food, Energy, Time and Money



<p><b>Developing Study Skills</b>          -Preparing for university and college applications; -Writing resumes (a bio/resume is a great way to reflect on accomplishments and to plan out next phase of goal setting – this in turn helps the student identify skills they have or need to develop and adopt)          -Organizational skills (schedules, work space,          *organization of MIND/thoughts)</p>	<p><b>Balance in Nature - Respecting and preserving Nature</b>          -going green in homes, <u>centers</u>, and community          -Sustainable living etc.          - meditation, seva activities</p>	<p><b>Balance in Our Own Life</b> -How to create balance?          -Organizational skills can lay a large part of creating balance, especially as this is a time when great decisions are being made in school/work/family life (organization of physical and mental (and spiritual) state of mind)</p>
<p><b>Handling Emotions: Peer Pressure</b>          -Positive and negative pressure at school, family, and workplace          -Identify it, Examine and Understand it, Resist it, Find Alternatives etc.          -What is healthy peer pressure          -“Online” pressure</p>	<p><b>Handling Emotions: Anger, Stress, Good and Bad peer pressure, identifying emotions</b>          -State of Mind leads to Actions          -Understanding male/female emotions and how to respond appropriately / not acting on impulse</p>	<p><b>Handling Emotions: Self-Esteem</b>          -Identify worries, build self-confidence, what is self-pity? Bullying in the home, school, workplace          -Harnessing and nurturing positive emotions</p>
<p><b>Health: Vegetarianism</b>          -Healthy eating habits for a growing mind, body, and soul          - Give a cooking demo; prepare a meal for a group; explore new foods; create a cultural cookbook etc.</p>	<p><b>Health: Habits and Addictions</b>          -Drug and alcohol abuse          -Addictions to other substances like food, negative attention, TV/internet, being popular etc.</p>	<p><b>Health: Meditation</b>          -physiology/bio-feedback of meditation, results of practicing consistent meditation (while focusing on light meditation, other forms of meditation may be introduced / meditation from world religions etc.)</p>
<p><b>Environment/Society:</b>          -Brand names and marketing (+/-)          -Influence of entertainment mediums, computer, internet, global marketing (+/-)</p>	<p><b>Environment/Society:</b>          -Identifying Good/Bad Company          -Online persona eg. chat forums etc</p>	<p><b>Environment/Society:</b> Ability to stand up to one's own chosen principles          -Self confidence          -Identifying one's place/role in society</p>



<p><b>Leadership: Foundation and essential qualities of a leader</b>          -Swami as a Leader / Role Model          -What qualities does Swami possess? Etc.          -Identifying and Developing these qualities          -Organizational skills          (organization=success; greatly helps with school, scheduling, study habits)</p>	<p><b>Management skills:</b> -Goal setting, Time Management          Organizational skills          -What it takes to make a Sai Center run – the breakdown of center structure, roles, how the organization is managed etc.</p>	<p><b>Management Skills:</b> Money mastery, Delegation, Ego management, organizational skills</p>
	<p><b>Leadership: People Skills</b>          Developing Communication and Presentation Skills (presence, body language, speaking, *listening etc.)</p>	<p><b>Leadership: Self Development</b>          -and investment in health of body and mind          -Practice of the same          -online persona – one identity online vs. attitudes and practice</p>

**Assessing what is being learned: Growth, Transformation, Character ....**

While it may be difficult to “see” what is being learnt by the student, gurus must be open to various forms of assessing the students: journal reflections, Q&A, participation in discussions, interest in the topic, growth and transformation of the students etc.

When designing units and lessons, is there an “end” product? It can be intangible (transformation cannot be measure), or something tangible that the students can create at the end of each section or at the end of the year.

**\*\*Creating “Portfolios”** is a real tool that Middle School and High School students are actively using. It is essentially a way of reflecting and digesting what has been taught, and making connections to the material - self and global society. (Sai and I are One)

Portfolios can take many forms: a formal or informal presentation, writing, artwork/creative work, media presentation, play, showcase of best work, reflections of lessons, etc. The portfolio can also be an activity: service project, summer camp/workshops for SSE etc. Portfolios can be designed by the teacher or the student. This is not meant to be tedious, but an enjoyable way for students and teachers to reflect.



Students can work independently or in pairs, but ultimately, the “end” product should be the student’s own work/reflection. The portfolio can be presented to the class and/or a small panel of guests. Students can receive feedback, in a positive manner, to promote further reflection.

**List of books and reading resources:**

- Sathyam Sivam Sundaram Volume 1 – 6.
- His Story As Told By Himself
- Sathya Sai Speaks Series Vol 1- 17
- Vahini Series
- Summer Showers In Brindavan [1990-Deals With The Human Workshop]
- Compendium Of The Teaching Of Sathya Sai Baba
- Conversations With Bhagavan Sathya Sai Baba: Jack Hislop
- Pathways To God: Jonathan Roof
- Loving God: N.Kasturi
- Sai Baba’s Mahavakya on Leadership: Lt Gen Ml Chibber
- Sixteen Spiritual Summers: Indulal Shah
- Taming The Monkey Mind: Phyllis Krystal
- Cutting The Ties That Bind: Phyllis Krystal
- Chicken Soup For The Soul: Jack Canfield And Mark Hansen
- Keepers Of The Earth: Native American Stories & Environmental Activities Related To Caring For The Earth: Michael J Caduto [A Resource Designed For The Teacher]
- 7 Habits of Highly Effective Teens: Sean Covey
- The Power of Positive Thinking: Dr Norman Vincent Peale
- My Baba and I by Dr. John Hislop
- Biographies of Spiritual Leaders – Ramakrishna Paramahansa, Swami Vivekananda, Mother Teresa, Ramana Maharishi, The Song of Bernedette