Humane Education for Happiness and Well-Being:
An Introductory Teachers' Guide

Animals, the Environment and People
### *- Educating for Compassion, Wisdom and Altruism*

A Foundation Course by: World Animal Net
www.worldanimal.net

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This Teachers Guide has been prepared to provide a simple and easy introduction to the use of Humane Education as a transformational education tool. Its focus is on the development of happiness and well-being in learners and schools; but happiness is contagious, and we are confident that this will ultimately extend to families, communities and society-at-large.

We know from experience that Humane Education has the potential to transform learners in many other ways too, and the lessons in this guide have been carefully selected to give a taste of this potential. We hope that it will serve to interest and excite teachers and schools to go further. Thus we have indicated sources of further lessons and resources to help you to take this transformational journey forward.

Once compassion and respect has been awakened, there is no going back in terms of relationships with other people, animals and the environment. This guide is a foundation course - the first step to a wiser and more compassionate future; one that is built on altruism and service.
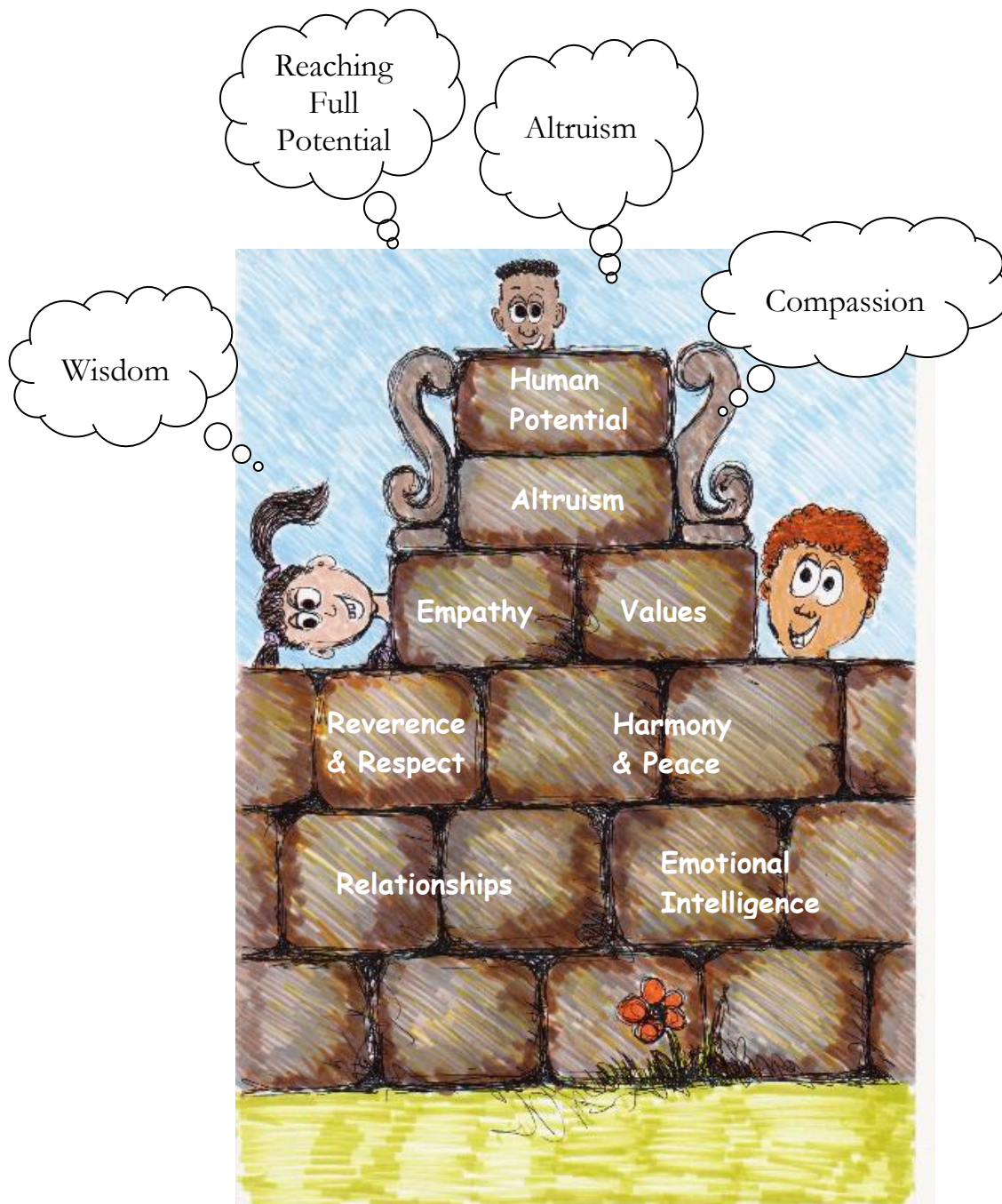
Contents

Introduction
    Background
    About Humane Education
    Contribution to Happiness/Well-Being
    Pedagogy & Classroom Management
    Empathy & Compassion
    Developing Wisdom
    Sustainable Development

The Introductory Programme
    Contents
    Approach

Selected Lessons
    Animals and Us:
        Our Animals, Our Happiness
        Animals Have Feelings Too
        Kindness: It's in the Bag
        Animal Parliament
        Animal Happiness Volunteers

    Nature and Us:
        Minding Nature
        Web of Life
        Nature is Speaking
        Eco Volunteers

    Other Humans & Us:
        Perception
        Double Vision
        Caring Class
        Communication
        Tolerance
        Bullying
        Human Happiness Volunteers

    Fulfilling Potential:
        Reaching Potential: Who Am I?
        Reaching Potential: What Shall I Be?
        Superheroes
        Greatness

Artwork By: Helen Lategan

Introduction

Background

Humane Education is a values-based education which encourages learners to explore and develop their own attitudes, life skills and approaches on a wide range of issues including social justice, citizenship, human relationships, the environment and the welfare of animals.

Humane Education can be defined as:
> *"A process that encourages an understanding of the need for compassion and respect for people, animals and the environment and recognises the interdependence of all living things."*

Humane Education is already used in some countries, usually with an initial focus on compassionate human-animal interactions and widening into broader environmental and social concerns. Animal issues are an ideal way to introduce a humane education program to younger children – who feel a natural affinity to, and empathy with, animals. But humane education goes wider than human-animal interactions, with learners eventually considering a wide range of ethical issues (animal, human and environmental) using resources and lesson plans designed to generate creative and critical thinking, and to assist each individual in tapping into their inbuilt 'moral compass'. In its most effective form, humane education inspires future generations to take action to build a wiser, more compassionate and peaceful world for all – which can help learners to develop self worth, fulfil their human potential and to find happiness.

About Humane Education

Humane education can play an important role in creating a compassionate and caring society which would take benign responsibility for each other, our fellow animals and the earth.

Humane Education is the building block of a humane and ethically responsible society. When educators carry out this process using successfully tried and tested methods, what they do for learners is to:
➤ Help them to develop a personal understanding of 'who they are' – recognising their own special skills, talents, abilities and fostering in them a sense of self-worth.
➤ Help them to develop a deep feeling for animals, the environment and other people, based on empathy, understanding and respect.
➤ Help them to develop their own personal beliefs and values, based on wisdom, justice, and compassion.
➤ Foster a sense of responsibility that makes them want to affirm and to act upon their personal beliefs.
In essence, it sets learners upon a valuable life path, based on firm moral values.

Humane Education can be a powerful force for good in the world. It can lead to the awakening of empathy and compassion, a deep understanding of the needs of animals, other people and the environment; as well as the development of individual feelings of responsibility and altruism. It not only instils the desire and capacity to live with compassion, integrity, and wisdom; but also provides the knowledge and tools to put values into action in meaningful, far-reaching ways. All of these outcomes contribute to the creation of more productive, altruistic and happy citizens; and a caring and peaceful society.

Read all about humane education at: http://worldanimal.net/our-programs/humane-education

Contribution to Happiness/Well-Being

The research shows that happiness or well-being is largely down to genes or up-bringing, closely followed by activities and relationships – with only 10% determined by income and environment.

Happiness
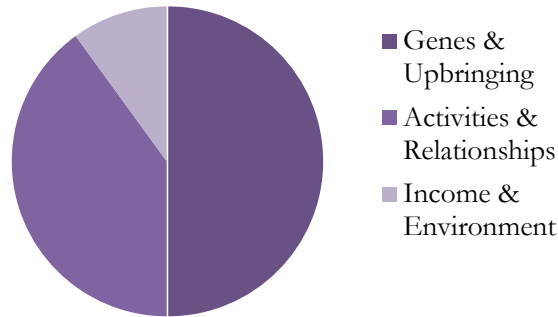
This is underlined by the fact that rises in well-being have not been remotely commensurate with increasing wealth. For example, in the United States, the same income, adjusted for inflation, bought more happiness in 1973 than in 1995. In other words, in rich nations more and more income has been required over time to remain at the same level of well-being.

Happiness is more about the way we view things, than the things themselves. I.e. it is about context, as opposed to content. In the words of Khenpo Phuntsok Tashi:
"Happiness comes from the mind and not from external conditions."

Furthermore, Western neuroscience has now confirmed what Eastern wisdom has known for a long time: happiness is a skill we can learn. Research shows that happiness, compassion and kindness are the products of skills that can be learned and enhanced through training, thanks to the neuroplasticity of our brains.

The first elected Prime Minister of Bhutan under the new Constitution of Bhutan adopted in 2008 put it as follows: "We have now clearly distinguished the 'Happiness' … in GNH from the fleeting, pleasurable 'feel good' moods so often associated with that term. We know that true abiding happiness cannot exist while others suffer, and comes only from serving others, living in harmony with nature, and realising our innate wisdom and the true and brilliant nature of our own minds."

Humane education can play a large role in improving happiness. This is both overall happiness – in terms of total well-being (people, animals and the environment) - and individual happiness. It has the potential to develop learners socially, psychologically and ethically – as well as increasing compassion and empathy, and creating a feeling of interconnectedness with animals, nature and other people. The 2013 World Happiness Report confirmed that 'social, psychological, and ethical factors are crucially important in individual happiness'.

In his Nobel Peace Prize acceptance speech *the Dalai Lama* said:
"No matter what part of the world we come from, we are all basically the same human beings. We all seek happiness and try to avoid suffering. We have basically the same human needs and concerns…"
"Yet true happiness comes from a sense of peace and contentment, which in turn must be achieved through the cultivation of altruism, of love and compassion, and elimination of ignorance, selfishness, and greed."

Read more about humane education and happiness in World Animal Net's additional leaflet.

Empathy and Compassion

Humane education is the single biggest medium in our hands today to nurture and develop the gift of empathy and compassion in our children.

Empathy is the ability to understand and share the feelings of another being. When it is not well developed, we only consider our own personal interests, and the feeling of interconnectedness is absent. Compassion is similar, in that there is an understanding of another person or animal's pain. However, with compassion, you have more of a desire to take action, as you are motivated to do something to relieve the pain and suffering. Compassion is

an emotion which calls for action. This is altruism in action. The ultimate aim of humane education is the development of altruism, fuelled by compassion.

There is a section in World Animal Net's humane education resource on the need for humane education, which includes paragraphs on both empathy and compassion. See: http://worldanimal.net/the-need-for-humane-education

Developing Wisdom

Much of the learning that takes place in schools is designed to impart facts and theories to learners. The methodology is largely 'one way communication'. This is reinforced by examinations, and the need to learn given subjects and set responses in order to pass. This is intellectual learning: The knowledge which is learned by knowing names and forms in the outside world (giving the ability to identify and analyse, memorise, and categorise). This denotes cognition and has to do with the brain (and more specifically the left hemisphere of the brain). It is just a step towards the knowledge of truth.

Intelligence derives from the Latin verb intelligere, to comprehend or perceive. It is an innate, knowing quality, which takes the individual beyond the mere 'intellectual data processing' level of thought. *Psychology Today* describes intelligence in these words: "Intelligence, however, was regarded as a mental faculty in its own right - a function of consciousness taking one beyond the facts as such, to suggest meaning or purpose, and determine the course of action to be taken."

Wisdom is the sum total of knowledge gained both from within and without, which enables us to determine the existential course of our journey through life. The Rosewood Report, in which philosophers and psychologists researched and considered wisdom summarised: *"Practical wisdom consists in the capacities needed to make good judgments about what matters in life and to bring one's actions into accordance, insofar as this is in one's control."* Humane education is an essential part of the development of wisdom, as it helps learners to listen for and acknowledge 'felt thoughts' (or intuition), as well as facts, and enables them to access their own 'moral compass'. Creative approaches support and develop 'right brain' activity, which perceives the big picture and recognises our relationship with other humans and animals, and our marvellous planet.

When facilitated effectively, humane education can help to develop 'multiple intelligences', which include emotional and interpersonal aspects as well as the cognitive aspects that are developed using more traditional teaching programmes. It develops the skills needed to manage emotions, resolve conflict non-violently, and to make just and responsible decisions. Furthermore, over time it helps to make 'interconnectedness' a reality, changing all future relationships.

In the words of Matthieu Ricard:
"It is only by the constant cultivation of wisdom and compassion that we can really become the guardians and inheritors of happiness."

Pedagogy & Classroom Management

Top Tips for Pedagogy!

> ➢ Do not use instructional (didactic) methods, but facilitate in a supportive atmosphere in which learners feel free to explore their beliefs and express themselves.
> ➢ Use moral discussion to support moral development. Stage change occurs most readily in students who disagree about the moral solution to a dilemma.
> ➢ In moral discussion, help learners to distinguish between rules, norms and conventions and universal concerns for justice (fairness and welfare). Allow learners to deconstruct social values and norms, whilst replacing these with their own personal moral values.
> ➢ Use exploration of morals or values to influence motivation, rather than simply behaviour (i.e. explore underlying motivations for change, rather than simply making learners carry out certain actions).
> ➢ Use a range of materials and methods in order to suit different subjects and learning styles. Both creative and critical thinking abilities need to be used to gain maximum value.

6

- ➢ Make wide use of creative methods for the teaching of humane education. Begin with mindfulness meditation/quiet time to aid creativity. Where possible, introduce visual arts, painting, drawing, collages etc.
- ➢ Include active learning: test/try out key principles; and include the development of plays, imaginary scenarios etc.
- ➢ Incorporate well-organised group work where possible. Give groups control over their environment and the ways in which they get to the required results (including self-regulation of timing and work flow).
- ➢ Encourage positive feedback, and constructive criticism. Discourage negative feedback, as it is de-motivating.
- ➢ Encourage class members to care for any learners having problems with their behaviour or learning. The 'buddy' system can be helpful (linking learners to support each other).

Top Tips for Classroom Management!

- ➢ Do not restrict humane education values to lesson time; carry it through into all class interactions, creating a holistic humane (kind and caring) learning environment.
- ➢ Use cooperative decision-making and problem solving, with learners working out common rules based on fairness, and reasoning to deal with any transgressions.
- ➢ Consider a peer mediation system for conflict resolution.
- ➢ Create a 'Compassion Bulletin Board' for the class. Explain compassion, and include examples of acts of compassion – using pictures and cartoons, as well as words.
- ➢ Begin each lesson with a period of mindfulness/mediation or 'quiet time' to create a calm, reflective and creative atmosphere.
- ➢ Take the humane education pedagogy into other lessons too!

There is further information on both pedagogy and classroom management for humane education in the additional leaflet and on the World Animal Net website: http://worldanimal.net/methodology-he.

The Introductory Programme

This introductory programme has been developed using selected Humane Education resources which can assist and support the development of full potential and happiness/well-being in learners. They cover the three main areas of Humane Education:

Animals & Us – developing compassion and empathy.
Nature & Us – developing reverence and respect for nature.
Other Humans & Us – developing emotional intelligence, social skills, and avoiding conflict.

We have also added a new section of:
Fulfilling Potential – developing full human potential; including altruism, moral compass and sense of service. *This is an important element of personal and moral development, and a key contributory factor for happiness.*

This is just an introductory programme, with a selection of lessons provided, which have been developed using the recommended methods and pedagogy. The programme can subsequently be developed and expanded using the links to further resources.

The '***Animals and Us***' section of this programme sets the foundation for the other three stages. Empirical evidence has shown that a more compassionate and caring attitude towards animals in turn helps to create a more peaceful, tolerant and respectful youngster with increased empathy for the 'human condition'. Young children can identify and empathise easily with the plight of animals, so this first stage can be introduced to younger learners. The lessons begin by inspiring learners to respect and consider animals, and develop compassion for their plight, before moving on to problems (lack of care, mistreatment etc.) and possible solutions.

There is a fuller range of humane education resources at: http://worldanimal.net/our-programs/humane-education/resources-he

The section on '***Nature and Us***' is not designed to replace traditional environmental education. Ideally, it should be introduced before environmental education, as it establishes an understanding of the ways in which humans (and animals) are connected to nature, and will inspire respect and wonder for nature. Most traditional environmental education focuses on individual environmental problems (and solutions), which is also useful, but can sometimes detract from the overall 'big picture' and feelings for nature and ecosystems.

For a further range of environmental education resources, please see:
http://unesdoc.unesco.org/images/0009/000963/096345eo.pdf - a UNESCO environmental education resource, which includes suggestions on making and using low cost equipment
http://rossieronline.usc.edu/top-9-resources-for-environmental-education-lessons/ & http://www2.epa.gov/students/lesson-plans-teacher-guides-and-online-resources-educators

The section on '***Other Humans & Us***' contains some key lessons on human relationships, designed to build emotional intelligence, and improve human interactions (and avoiding conflict).

There are other lessons on this subject (including a full outline of peer mediation in schools for conflict resolution) in the WAN resource at: http://worldanimal.net/methodology-he

The final section on '***Fulfilling Potential***' contains lessons designed to help learners to recognise and reach their full potential, and includes the development of altruism and service. This helps towards finding happiness, and is also of broader societal benefit.

It is recommended that all sections of the programme are included at some point in the learners' education for maximum impact.

Reaching Full Potential

Building blocks to a fulfilled, harmonious and happy life
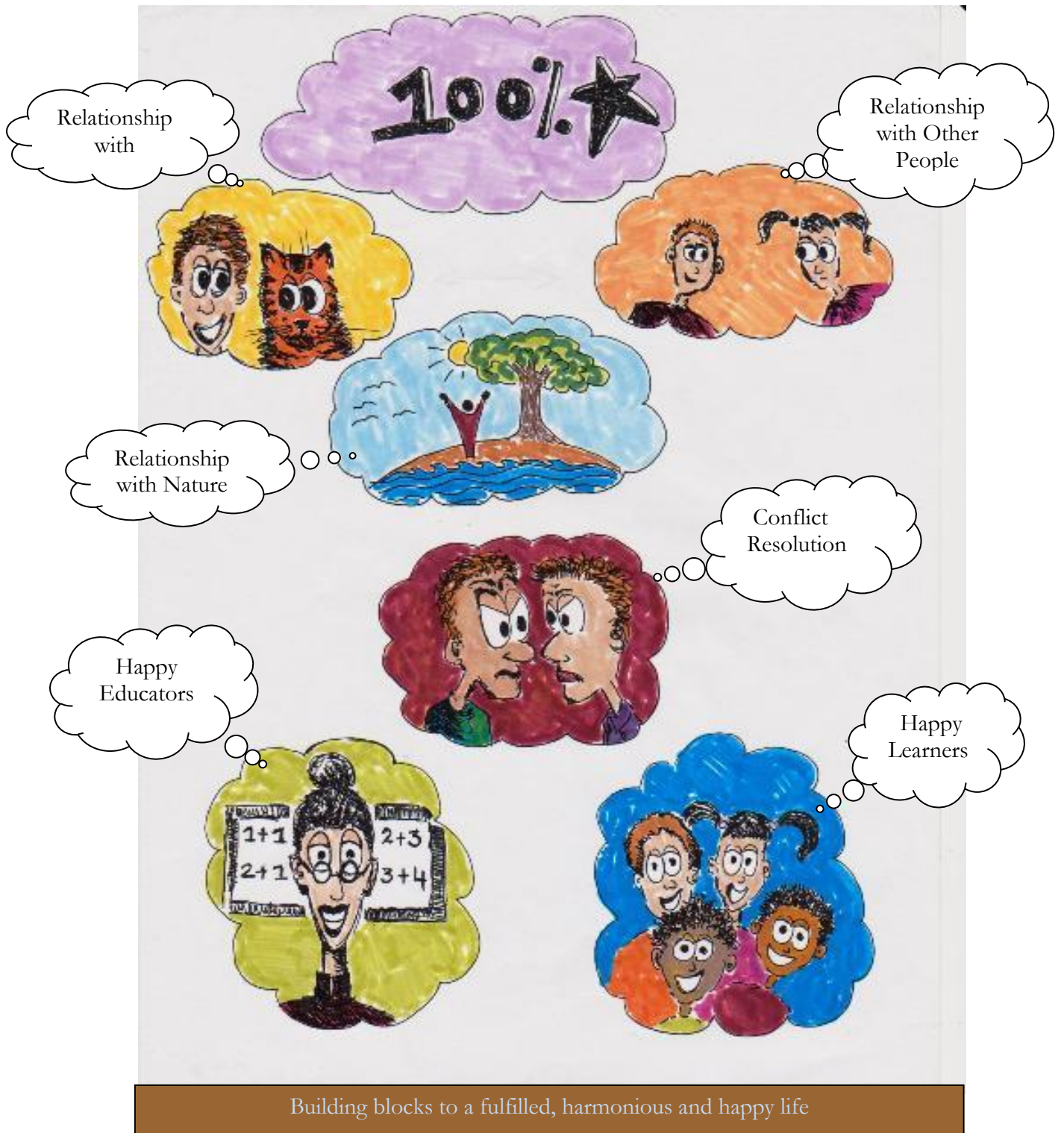
Animal and Us

Our Animals, Our Happiness!

Objectives

To set the scene by beginning with positive messages about animals and their place in the family and community. Also, building well-being/happiness through gratitude and appreciation.

Age/level

6-9

Duration

Two lessons, with homework (collecting pictures, photos or drawings).
Use first lesson for scene setting. Then set homework. Then in second lesson, recap and continue.

Materials

Animal Happiness Worksheets – one per student if possible (or group, if not)
Photos, magazine cuttings, drawings of animals (learners to bring, additional magazines may be needed)
Large cardboard, in which to mount collage (plus glue, markers pens to decorate etc.)
Board or easel paper/marker

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

In the first lesson: Ask the class: "Think about animals that make you happy. Which do this, and how?"
Start by asking about animals in learners' families, then their community, then other animals.

Ask in what ways animals can make people happy?
Widen the question to ask how the animal(s) benefit our lives.

Use as a brainstorming exercise, inviting and being open to all suggestions.
Draw up on board the different animals mentioned – and the ways in which they benefit humans.
If any are missed out, ask questions that draw out the answers e.g.
Yes, we do gain so much happiness from companion (or pet) animals, but what about farmed animals? Or wild animals?

See the 'Issues to Explore' below, for points to include.

Then after a good overview has been written up on the board, divide the class into groups in readiness for the following week's lesson.

Homework: Give learners an 'Animal Happiness' worksheet each (or for each group, if not possible), to help them to think about different animals and how they make us happy (and benefit us). Give them homework to bring pictures with them – photos, magazine cuttings, drawings of special animals in the family or community. It may help to collect and bring some additional pictures, just in case there are not enough (particularly of different animals, insects, fish or birds)!

The next lesson can begin with group work. Starting by each group looking at the pictures, photos and drawings that have been collected. Spread these out, so all learners in the group can all see them. Then arrange for each group to make a collage from their pictures and resouces.

They should be asked to separate these into categories (e.g. Companion Animals (pets), Wildlife, Birds, Insects, Fish, Farm Animals). Avoid any exploitative categories e.g. circuses, experimentation – concentrating on positive relationships and individual natures/categories.

Arrange onto a board or large paper to make a collage (use the floor or a large table as a base, so pictures can be moved around until the design is finalised.

Leave space by each picture, and add small line about why they make people happy. Or use a short poem.

Give a bold, colourful heading, long the lines of "Our Animals, Our Happiness!"

These can then be used to decorate the classroom walls – or joined together to make a large, combined class collage.

Issues to Explore

Use the learners' worksheet below as a guide to this exercise.

When considering the ways in which animals can make people happy, consider different aspects, for example:
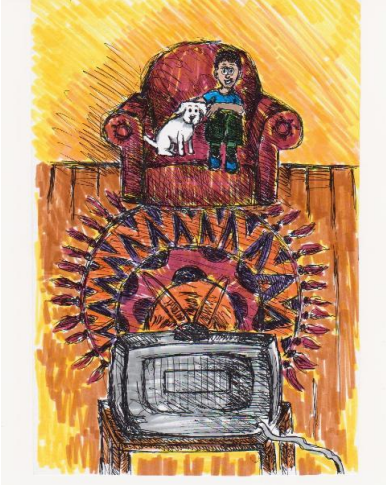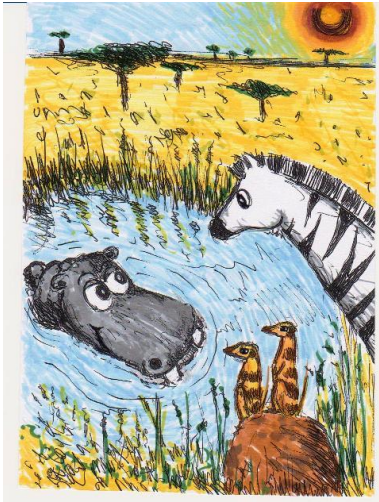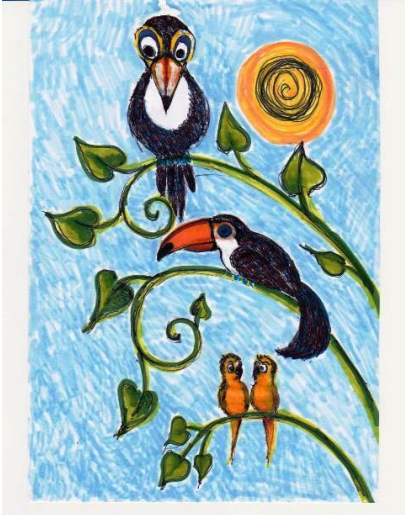
Companionship animals can give many benefits in terms of health and well-being (including ease loneliness, reduce stress, anxiety, and depression, promote social interaction, encourage exercise and playfulness, and provide unconditional love and affection). See:
http://www.helpguide.org/articles/emotional-health/the-health-benefits-of-pets.htm

Wildlife provides many benefits and pleasures, such as:
➢ Aesthetic and 'spiritual' (the joy of seeing or living near to animals)
➢ Health and well-being (mental and sometimes physical – as above)
➢ Ecological/Environmental (e.g. as part of an ecosystem).
➢ Tourism and leisure (in some cases, such as wildlife areas)

Learner Worksheet

Our Animals, Our Happiness!	
Animals	**Why They Make Us Happy! (and Benefits)**
Companion Animals (Pets)	
Wildlife	
Birds	

Insects	
Fish	
Farmed animals	

Animals Have Feelings Too!

Objectives

To analyse how dogs and cats communicate, as compared to humans. To build awareness of the fact that animals have feelings as well as humans, even if they communicate these in different ways, and to raise levels of empathy and compassion.

Age/level

6-9

Duration

One lesson

Materials

Animal Care Worksheets – one per student
Sheet for emotions (see below): Happy, Sad, Cross/Angry, Worried, Tired.
Pictures of animal relationships, to show to class
Board or easel paper/marker

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

Begin by asking the class:
"How are you feeling today?"

Show them each of the emotions pictures in turn, and say the emotion.
Get the learners to put up their hands when they are feeling one of these emotions.

You could even have copies of each emotions sheet, and ask learners to take the one they are feeling and colour this in.

Discuss the range of feelings.
How easy was it for each of you to know what you were feeling?
How easy was it to explain how you are feeling?

Now that was using language! But now let's try to explain without speaking at all!
How are you feeling?

Invite volunteer to select an emotion card at random and (keeping this secret!) act out how the emotion on the card feels. Ask the class to guess what they are trying to 'say'!

Then move on to give out sheets (of the different emotions) to selected learners, and ask them to act out the emotions on the sheet – but not to use their facial expressions – but to use their body language and walk instead!

Ask the rest of class to guess the emotion they are acting out!

Now how easy was that? - For those guessing? - For the actor?!

Now ask the class to think about animals.

Who has a cat or a dog for a pet?
Do you think your pet has feelings like you do?

If you were a dog, how would you let your owner know you were hungry, for example?
Ask for volunteer to act out.

I am going to show you some pictures of dogs and I would like you to tell me how you think the dogs are feeling in each of the pictures.

Give out hand-outs:
Ask the learners to look through and guess what feelings or emotions are associated with each of the behaviours.
Fill in their answers on the hand-out.
Discuss any which prove difficult.
Suggested answers are:
1. Happy, friendly, playful
2. Angry, dangerous, fierce
3. Sacred, defensive, worried

Then, ask the learners to think carefully about how they should approach the dogs in the pictures, and then to fill in the answers in the last column. Discuss this in class – making sure that learners are aware of the need to take care when meeting strange/unknown dogs (and to give them space when needed). Even scared dogs can be dangerous, as they are protecting themselves. Take care not to make learners too afraid - as meeting friendly, happy dogs can be a joyous event! But stress that if they have any doubts, ask the owners or others whether the dog is friendly, and let the dog make the first contact.
They can then take their worksheet home, and show their families.

See issues to explore below for areas to include in discussion.

Finally, show the learners the pictures of animal relationships. Explain that animals' feelings can be much deeper than we previously realised. Give their family relationships (as pictured) and other examples given below (Issues to Explore) as examples.

You can also sing the 'Feelings Song' below with the class.

Issues to Explore

Explain that dogs depend on us to fulfil their needs. Guide students to understand that reading dogs' body language and thinking about how they are feeling is one way to meet those needs and show we care about them.

So, we humans find it quite difficult to understand the emotions/feelings of animals. However, it is interesting that a new study has found that dogs are able to tell the difference between happy and angry human facial expressions.
Also, even more impressive, pets trained to pick out happy expressions could do so when presented with different halves of a face (top half, not showing mouth) or bottom half, not showing eyes), as well as when presented with faces the animals hadn't seen before.
So they can tell our emotions?!

Examples of animals' feelings/emotions:
➢ When reunited with family members (especially elephants – even after 25 years apart) can show recognition and deep emotions.
➢ Can behave nobly to save other animal or humans (e.g. gorilla saved young boy when he fell into the enclosure, beluga whales saved a diver who got cramp in the water etc.).
➢ Some animals grieve for their dead friends (including chimps, elephants).

16

Happy!
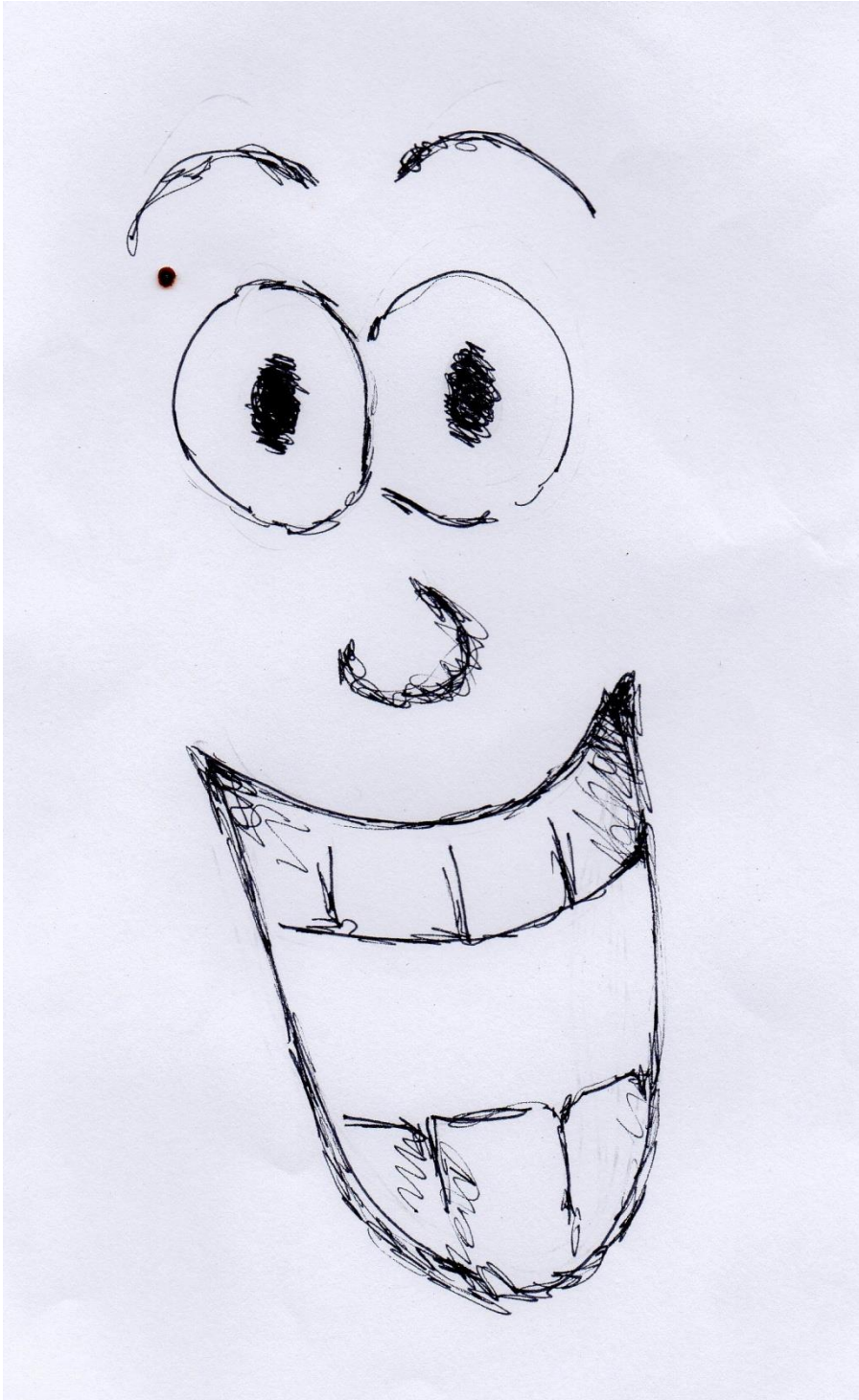
Sad

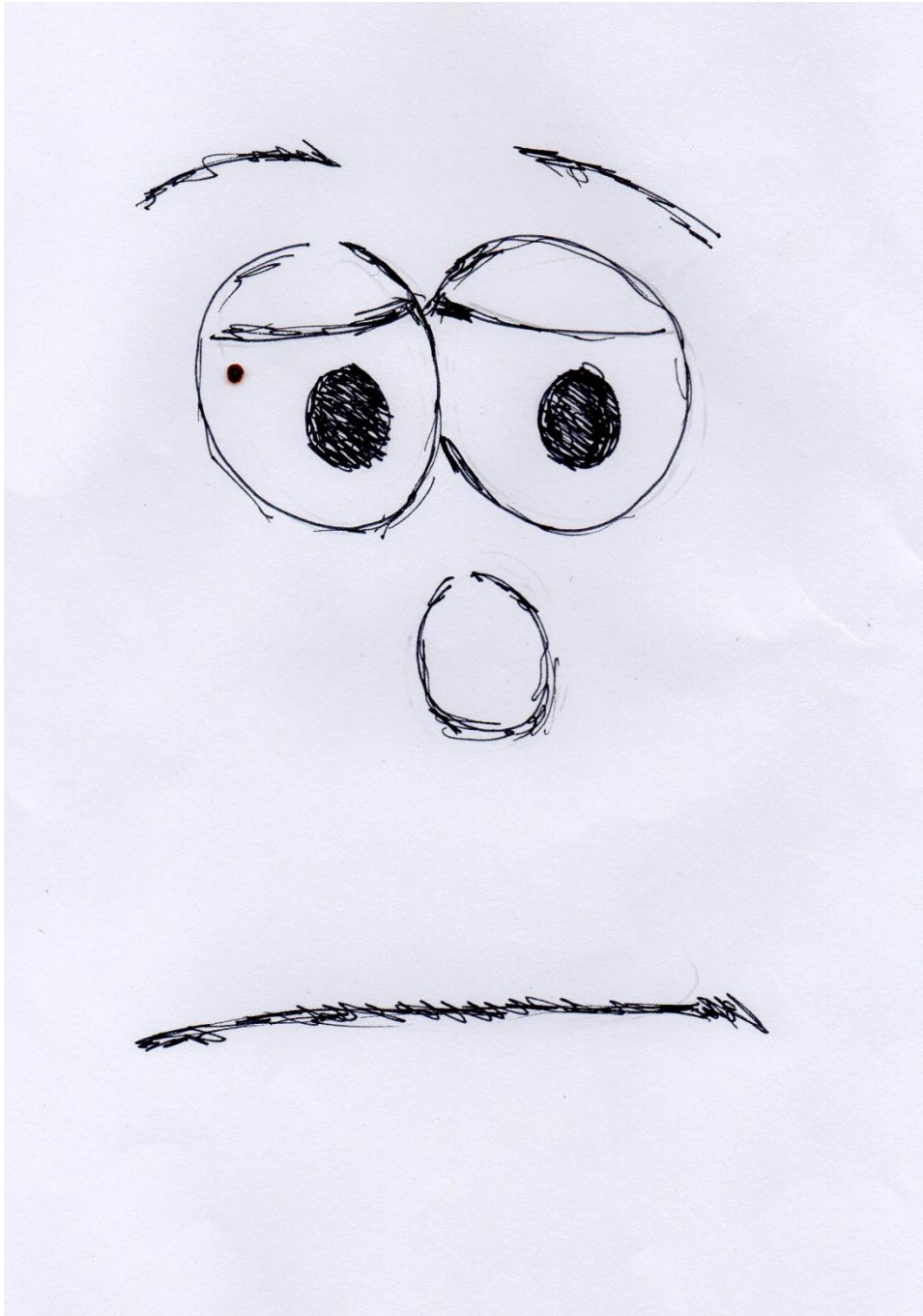# Cross or Angry

Worried

Tired

Learner Worksheet

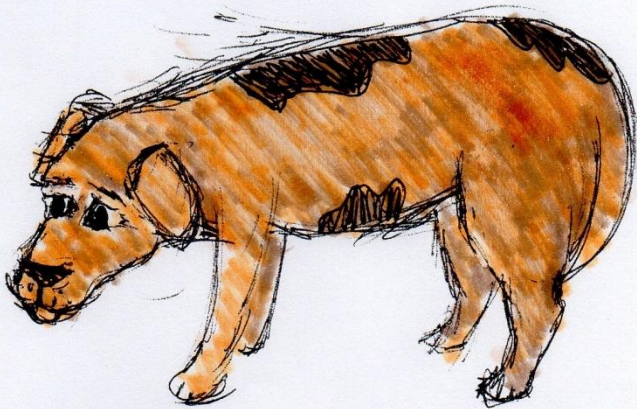| Animals Have Feelings Too!		
Dog Behaviour	**What are the dogs feeling?**	**What should you do?**
1.		

2.

3.

Learners Worksheet
Animal Relationships

Like humans, animals can form strong bonds with each other, specially their family members. Here are a few examples below.

Bonobo family

Dachshund and puppies

Elephants

Feelings Song

There is no one way to sing this song. You can make up your own tune or even teach it as a chant.

Dogs have them
Cats have them too
Whales and snails and kangaroo.

Sometimes animals are happy,
Sometimes, they're sad.
Sometimes, they're grumpy,
Sometimes, they're glad.

Just like me and you,
Animals have feelings, too!

Horses have them
Pigs have them too.
Cows and chickens, oh yes they do.

Fish have them
Parakeets have them too.
Who has feelings?
All the animals, that's who!

Just like me and you,
Animals have feelings, too!

Frogs have them
Pigs have them too
Horses and hippos and caribou.

Always be kind to animals
Whatever you do.
Why should we be kind?
Because animals have feelings, too!

Kindness: It's in the Bag!

Adapted – with thanks - from lesson by: Humane Society Academy, Humane Society of the United States

Objectives

Upon completion of the lesson, the students will identify ways of showing kindness to animals through creative storytelling.

Age/level
6-9

Duration

One or two lessons

Materials

Brown paper bags (one for every two learners in your classroom)
Pet-care items: a collar, ID tag, leash, dog food, ball, water bowl, toy stethoscope, medicine dropper, bandage
Miscellaneous items: small objects, for example, a watch, pen, cell phone, glove, rock, bandage, toy car, keys
Representations of cats and dogs and kennel (toys, cardboard cut-outs, etc.)
Animal Care Worksheets – one per student
Board or easel paper/ marker

Teacher Preparation:
1. Assemble "mystery bags" for each group of students. In each bag, place the representation of a dog or cat and one item from the pet-care list above as well as one item from the miscellaneous list above.
2. Create a *Pet Problems/Ways to Show Kindness* chart (as shown below) on the board or paper.
3. At some point before the lesson, divide class into groups.

Alternative Lesson Plan
In areas with limited resources, it is possible to ask learners to draw these pet care items for homework, and then use the pictures in the lesson, instead of the actual items.
It is also possible to divide the lessons into two sessions. In this case, the first lesson would include brainstorming and discussion, with homework given to draw the relevant items. Then the second session would briefly recap and then include a group exercise using the pictures.

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

Opening Activity:
1. Ask students to brainstorm answers to the question "What problems do pets have sometimes?" with their groups. After a few minutes, ask groups to share with the class. Write responses on white board, Smart Board, or large paper in the front of the room.
2. Ask students what they think when they hear about these problems.
3. Ask students to brainstorm with their groups answers to the question, "How can we show kindness to pets who are (insert pet problem from list)?", keeping in mind the specific things they came up with a few minutes ago. After a few more minutes, ask groups to share with the class. Record responses on the right hand side of the column. If solutions are left out that seem instrumental to the conversation, elicit those solutions from students with questions.

28

Sample Chart:

Pet Problems	How Show Kindness to Them
Pets are homeless, or animals live in a homeless shelter	Adopt or find someone who wants to adopt Collect supplies to donate to animal shelters
We find lost animals	Call police or animal control Put up signs with animals' picture/description and your contact details
Pets get sick	Take them to the vet Arrange for first aid (if appropriate)
Pets are having too many puppies to take care of	Get pets "fixed"/neutered Keep pets away from males/females (opposite sex!)
Animals are thirsty on a hot day	Keep large water bowls outside and make sure they are full
Animals are hungry	Give animals (appropriate) food If they are owned, speak to owner about feeding

End the lesson by drawing up class pledges of how learners will act towards animals.
Make this into a chart, and place on the classroom wall.
Use animal pictures, diagrams and quotes to decorate the chart.

Issues to Explore

There are many ways of showing kindness, including helping others, spending time with them, and understanding their wants and needs. This applies to pets as well as human beings.

Discuss responsible animal pet care.

Helpful Background Information:
http://www.humanesociety.org/animals/pets

If a pet gets sick	I could: * * * *
If a pet gets hungry or thirsty	I could: * * * *

If a pet animal is homeless	I could:
	* * * *

Animal Parliament

Objectives

To provide an opportunity for learners to experience empathy for the plight of animals (through role playing) and to broaden understanding of the needs of animals. Also, being part of a 'Parliament' will help to develop a sense of responsibility and empowerment to make change.

Age/level

6-10

Duration

Two lessons (with optional homework).

Materials

Card or paper, and string, for masks
Felt or marker pens, or crayons
Board or easel paper/marker

Procedure

Part 1

Precede the lesson with mindfulness mediation (or 'quiet time'). Take as long as it needs.
Make this a guided mediation/quiet time. Once the learners are sitting comfortably and are relaxed, ask them to imagine a wonderful animal. Ask them to look at the animal in their imagination – to see its eyes, its fur (or feathers, scales or coat), and the way in which it breathes. Do not be afraid, but enjoy its closeness. Let the animal sit down right beside you.
Tell learners not to force an animal, if they find it hard to imagine one; but just to drop a thought of that animal gently into their mind, and then to relax.
The animal can be a mammal, bird, reptile, insect, fish; or any type of animal, so long as it's not human!
Then ask the learners to imagine that they have become that animal. Feel yourself looking through the eyes you have seen, and breathing the breath that you felt.
Imagine the life of that animal, and the situation it is in.
Is it in the wild, or in a farm, home or zoo, for example?
Where is it?
What is it's environment like, and its home?
How is it treated?
What is its life like?

Leave some time for the learners to imagine the animal and its life.

Ask the learners to keep this animal with them. It is needed to take part in an animal parliament, which will improve the life of all animals, bringing them great well-being and happiness.
Ask for its wisdom to guide you to help the animal, and all animals.

After the meditation, ask the learners to keep the feeling of the animal with them.
Then, provide each with a blank card or paper (to make into a mask) and let them share the felt pens, or marker pens, or crayons. Ask them to draw a mask of their animal. Make the masks as bright and bold as possible!

Part 2

Next, ask the learners to form a circle, in which the Parliament will be held.
Each should wear his or her mask (or to hold this in front of their face).

32

The teacher/educator should wear the mask of a wise old owl, and chair the Parliament.
If there are any other owls, then they should join the teacher in chairing the Parliament.

Invite the same animals to sit together, in a caucus or group.
Group mammals, birds, fish, reptiles together too.

The Owls should ask the Animal Parliament about their needs. What are their lives like? And how could humans make their lives happier?

Write all the suggestions on the board.
Invite different animals to take part.

Towards the end, look at the different suggestions.
Group the different categories of animal needs – see 'Issues to Explore' below for guidance.

Then discuss how human beings affect those needs.

Then ask the animals what they think humans should do to make the lives of the animals happier.

Write up on the board or a chart, as a Parliament Manifesto for the Animals!

Optional: Homework – asking learners to write their own Manifesto for the Animals, and to design this nicely – with pictures, cartoons or colours.

Issues to Explore

Consider all the different categories of animal needs:
  ➢ Companionship, Love and Attention
  ➢ Exercise and Play
  ➢ Daily Care, Grooming
  ➢ Health Care
  ➢ Safety and Security (free from danger and predators)
  ➢ Shelter, Food and Water

Consider how human activities affect animals' lives. For example:
Farming: How animals are used in farms for their meat, fur, hides, milk, eggs etc. Discuss 'factory farming', where animals are kept indoors, in cramped conditions. Compare this to small family farms, where animals can be treated almost as members of the family, and often left to range freely.
Working Animals: How are animals worked locally? How does this affect their lives?
Wildlife: Discuss how different the lives are of animals in the wild; and wild animals that are in captivity (as pets, in zoos etc.).
Companion Animals (Pets): Discuss the lives of family pets, compared to the lives of stray animals.
What could humans do to improve the lives of these animals?

Here are some additional information sources:

RSPCA advice and welfare list – for a variety of animals (see links on right of page)
http://www.rspca.org.uk/adviceandwelfare

Battersea 'Caring for a Cat' (on cat needs)
http://www.animalmosaic.org/Images/resources_FCAW_false_Battersea-Caring-For-Cat_tcm46-33193.pdf

WSPA 'Caring for Your Dog' (on dog needs)
http://www.animalmosaic.org/Images/Caring%20for%20your%20dog2009_hi%20Res_tcm46-33173.pdf

Animal Happiness Volunteers

Objectives

To build awareness and compassion; creating a spirit of volunteering and service (and ultimately self-worth and happiness/well-being).

To give learners the opportunity to study the animals in their community, identifying any areas where action needs to be taken to improve their welfare. Then, to start a volunteer project or animal club to work in the community on a local animal issue identified as a priority.

Age/level

6-10

Duration

Two lessons, plus club/project outside school lessons

Materials

Learner Worksheets - Our Animals, Our Issues (as check lists to record issues)
Board or easel paper/ marker

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

Part 1
Ask learners to list the main reasons why people keep animals in their family or community.
Write these down on the board, clustering similar answers as you go.

If learners get stuck, prompt them with questions – for example "and what about the animals used on farms?" or "what sort of animals are used in farms in your community?"; "and what animals are used for work"; "What about wild animals near to us?" etc.

When you have quite a long list (or when learners run out of ideas), stop and place their suggestions into categories:
➢ Companion animals (pets)
➢ Farmed animals
➢ Working animals
➢ Wildlife
➢ Birds
Suggest that any others are left until later, or add them to the learners' worksheets.

Explain to the learners that what they will do next is to look into these animal issues in their homes and community, and see where there is an opportunity to carry out a project to help make animals' lives (and human lives) happier.

You can then make this into a group work project, if suitable for your school/community. It you are doing this, divide the class into groups at this stage.

Ask the learners for ideas on which categories will provide the biggest opportunity to take action to improve happiness and well-being?
Discuss with the learners – see 'Issues to Explore' below for ideas on what to consider.

Explain that you will look at this again, after the learners have investigated what is happening to animals in each category

Part 2
Arrange for learners to look into situation of animals in families and the community. Help and guide them in this task, or organise for parents or responsible adults (such as a school governor) to do this. Ask them to ask their family or neighbours what they thinks are the most important issues that need to be addressed if animals are to be fit and happy.

Then come back for another class session, where you can discuss the problems found, and what could be done in practice. If in groups, then this can be done in groups, which should then present their findings and ideas back to the class.

Finally, establish an animal club or project to help with this issue.
Stress that it has to be an animal issue, as environmental and human issues will be covered later in the course.

Issues to Explore

What is Animal Welfare?
Animal welfare is when an animal is fit, healthy and happy.
An animal needs to be kept appropriately (so it can move and behave naturally), be comfortable, be given appropriate/good food and drink, have the right companionship and opportunities for play and exercise etc., not be ill, injured or in pain, and not be afraid or distressed.

The Five Freedoms are used to explain this:

➢ Freedom from hunger or thirst (by ready access to fresh water and a diet to maintain full health and vigour).
➢ Freedom from discomfort (by providing an appropriate environment including shelter and a comfortable resting area).
➢ Freedom from pain, injury or disease (by prevention or rapid diagnosis and treatment).
➢ Freedom to express (most) normal behaviour (by providing sufficient space, proper facilities and company of the animal's own kind).
➢ Freedom from fear and distress (by ensuring conditions and treatment which avoid mental suffering).

When discussing which categories to work on to make animals lives happier, consider each:
➢ Companion animals (pets)
➢ Farmed animals
➢ Working animals
➢ Wildlife
➢ Birds

Bear in mind that it is not easy to look at some animal categories, as they are either at large in the wild (for example, some wild animals and birds are rarely seen, or escape readily!) or inside private property (e.g. some farmed animals which are housed in barns).

In general, it might be easier to carry out a project on community animals, such as stray animals (taking care of health and safety issues) - or animals with owners who would welcome assistance (for example, animals of older people), rather than animals kept for economic purposes (work, farming etc.).
Some schools help animal shelters (if there is one in the area), either by exercising or playing with animals, or by raising funds for shelters.
You can also make older people happy by taking your own pet animal to visit them (if it is friendly) – particularly if they are in an old people's home, or not able to leave their home.
Collect and donate food to the pets of poor or elderly people – or help them to care for them.
It is also possible to provide information to animal owners or users (on animal care).

Useful approaches may include:

Monitoring – monitoring and recording is always a useful first step to any programme.

Advocacy – recording what is happening and approaching community and council leaders to ask them to take action.

Practical activities – such as – helping a local animal shelter; animal or bird feeding schemes; dog walking programmes; or working with school authorities to devise a school project to protect wildlife and birds in the school grounds.

Education and awareness – many of the animal issues encountered will be a result of lack of knowledge or awareness, which can be addressed by education and awareness initiatives. These could involve the production of: plays, posters, leaflets, newsletters etc.

A major question is how to spread awareness beyond the school, and into the local community.

See:
- http://www.rspca.org.uk/adviceandwelfare
- http://www.humanesociety.org/action/55_actions_to_help_animals.html?credit=web_globalfooter

Category	Animal Welfare Issues
	Note below issues which need action.
Companion Animals (Pets) 	* * * *
Farmed Animals 	* * * *

37

Working Animals	*
	*
	*
	*
Wildlife	*
	*
	*
	*

Birds	* * * *
Captive Animals	* * * *

Insects

*
*
*
*

Our Project:

And Why We Chose It:

Nature and Us

Minding Nature

Objectives

To provide learners with the opportunity to spend time in, and connecting and communing with, nature in a mindful way that leads to a wider and fuller appreciation of the natural world and their connection with this.

Age/level

6-12

Duration

One lesson

Materials

Outdoor clothes and shoes/boots.

Procedure

Before leading this guided lesson, it is good to make the time to go outside to practice the exercise by yourself. Find your own quiet core to do this, either through meditation or just emptying your mind and relaxing into nature.
Walking meditation is also an excellent tool.

During this exercise you will be leading the learners to engage their five senses, and to move away from an excess of thinking, naming or explanations.

Do not lead the learners, but guide them, and let your intuition determine the times spent on each part of the activity. Let your guidance be gentle and inviting, and your attitude calm and deeply appreciative of the nature.

When you carry out the exercise with the learners, it is preferable if they experience meditation or quiet time beforehand, to calm their minds and open their senses. If the weather permits, this is best done out of doors.

Invite your learners to sit on the ground, or on seats or benches, if available. Encourage them to spread out, so they have their own space, but can still hear you.

Invite them to close their eyes and take a few deep breaths. Then ask them to listen carefully to the sounds around them - seeing if they can focus on the calls and movements of birds, the breeze in the grass or trees, or any other natural sounds. Their attention will naturally dip back into their thoughts - so gently remind them to bring their focus back to the sounds every minute or two. When there is calm and the time feels right, move on to the next part of the exercise.

Next, ask your learners to feel the sun on their skin - their faces, hands, arms or any place exposed to the sun. Ask them to keep their attention on all the parts of their body where they can feel the sun, reminding them that all the life and energy on earth comes from the power of the sun.

Then ask them to feel the air moving across their skin. After doing this for a minute or two, ask your students to concentrate on a specific part of their body where they can feel the breeze. This could be the top of their head, the tip of their nose, their hands or the back of their neck. Ask them to keep their attention in this specific place until you feel ready to move on to the next part.

Then invite your learners to feel their bodies sitting on the earth. See if they can keep their attention focused on any part of the body that is touching the earth -- it could be their feet or the whole lower half of their body (if

42

they are sitting on the ground). Ask the students to really connect with the earth and feel the earth supporting them.

Next, ask your students to connect with their breath. See if they can focus on their breath for 1-2 minutes, paying close attention to each inhalation and exhalation. Ask them to keep their focus on each breath while thinking of how the air passing in and out of their lungs comes from the trees.

End with a gratitude practice. Ask students to imagine their favourite place or animal from the natural world. It could be a lake, mountain, park or any animal (domestic or wild) - whatever comes to their mind. Once they have something in mind (which may take a moment or two), ask them to fully appreciate the place or creature and to send thoughts of gratitude through to this. Remind them how special it is to have this part of nature or creature in their life.

After you have done these exercises, ask your students to gently open their eyes. Then have a discussion about what they just experienced together.
Discussion topics might include:
Which one of the elements did the students connect with the best (listening, feeling or breathing)?
What did this feel like?
What part of nature or animal did they think of to feel gratitude for?
Does anyone feel more like part of nature after the exercise?

Now take the learners on a nature walk, encouraging them to stay quiet and to watch, listen and feel nature around them, without naming, questioning or thinking.
You can stop and draw attention to any special trees, flowers, grasses, animals or insects, and share the moment – here again, not lecturing or teaching but just witnessing quietly.

Issues to Explore

We frequently rush through life without stopping to notice, enjoy and savour the wonders of the nature around us. We are too wrapped up in our own thoughts and worries. Nature is there – like our constant companion - to restore us, to ground us, and to relax us.

We are all reliant upon the sun for energy, the earth for food, trees for air, and water for drinking. But we often take these for granted. We also forget that they are far more than just resources: They are wonders that never fail to entrance us, to capture our breath and enrich our lives.

When we relax our minds, and use our sense to feel the natural world, we experience this in its most engaging form, which takes us out of ourselves and our own shallow preoccupations into an openness which embraces a deeper place of interconnection.

The practice of mindfulness takes us off autopilot, allows us to pause, experience the present moment and give gratitude for all the elements of the natural world that support our daily lives.

Web of Life

Objectives

To introduce an understanding of ecosystems, and to ensure that learners recognise the interconnectedness – and interdependence - of people, animals and the environment. How the elements affect plants and animals, and how human actions have the potential to impact upon nature and all living things, and to upset the delicate balance of nature.
To provide an introduction to the importance of nature in the food chain, and to quality of life.

Age/level

9-12

Duration

Two lessons

Materials

Cards
Safety pins
Crayons or marker pens or pictures and glue (unless making cards is given as homework)
Very long ball of wool (with another as back-up)
Board or easel paper/ marker

Procedure

Part 1
Ask each learner to take on the role one of the elements, plants or animals from the worksheet below, and to bring or make a card with the name and a drawing or cartoon of the element, plant or animal.
This card should be pinned on each learner's chest.
[You can also use copies of the worksheet, cut up appropriately, if you wish.]

If there are more learners than subjects, then either add some more of your own, or choose two of each, and have the second ones forming a line around the classroom, to watch and observe what happens to their partner (which is the same element/plant/animal).

Each learner should now familiarise themselves with the things they provide, need or eat. For this purpose, the below worksheet/chart can be copied and attached to the classroom wall, for learners to look at, or a copy given to each learner.
NB. If there are too many, and this seems complicated, a smaller number of cards can be used; and one of each can even be used for a small group (i.e. break into small groups, and each group have one element/plant/animal) to play with.

The educator should then chat to the learners about each element/plant and animal, checking to ensure that they all understand.

Next, take a ball of wool, and pass this between learners who are connected in some way – either through providing needs to another, needing something from another, or through food sources (providing food or being eaten).

After a while, a dense web will be formed around the characters, showing the complex relationships between the elements, plants and animals. Untangle the learners, and chat briefly about the complex web of life, and how interconnected this is.
Part 2

44

Recap.

Have a guided meditation on the Web of Life.

Discuss in class: ecosystems, and the five basic needs, and interconnectedness.

Include some of the points in 'Issues to Explore' below.

 Issues to Explore

Life on this planet is made up of a beautiful but very fragile web of interconnected species and environments. This is called biodiversity. The earth has 895 different ecological regions. These are home to over 4,000 different species of mammals, 270,000 species of plants, and 950,000 species of insects. The more biologically diverse a region the better its chances of survival: The more different types of species there are in an ecosystem, the more likely it is to overcome threats such as natural and man-made disasters, including climate change.

Human beings have a peculiar relationship with biodiversity.

On the one hand, we rely on a large variety of species to help keep our water clean, regulate our temperatures, control pests and disease, and provide us with food, shelter, clothes and medicine. On the other hand, humans are having an increasingly worrying impact on biodiversity – through our food, farming, development and consumption choices. Because these species are so interdependent, when one of wiped out, this can cause many others to decline too.

Here is a simple video to explain biodiversity to schoolchildren. It is worth playing to your class, if you have the facilities: http://conservationbytes.com/2010/08/26/what-is-biodiversity-video/

An ecosystem (shortened from 'ecological system') includes all of the living things (plants, animals and organisms) in a given area, interacting with each other, and also with their non-living environments (weather, earth, sun, soil, climate, atmosphere).

In an ecosystem, each organism has its own niche, or role to play.

Consider a small puddle at the back of your home. In it, you may find all sorts of living things, from microorganisms, to insects and plants. These may depend on non-living things like water, sunlight, turbulence in the puddle, temperature, atmospheric pressure and even nutrients in the water for life.

There are five basic needs for all living things:

45
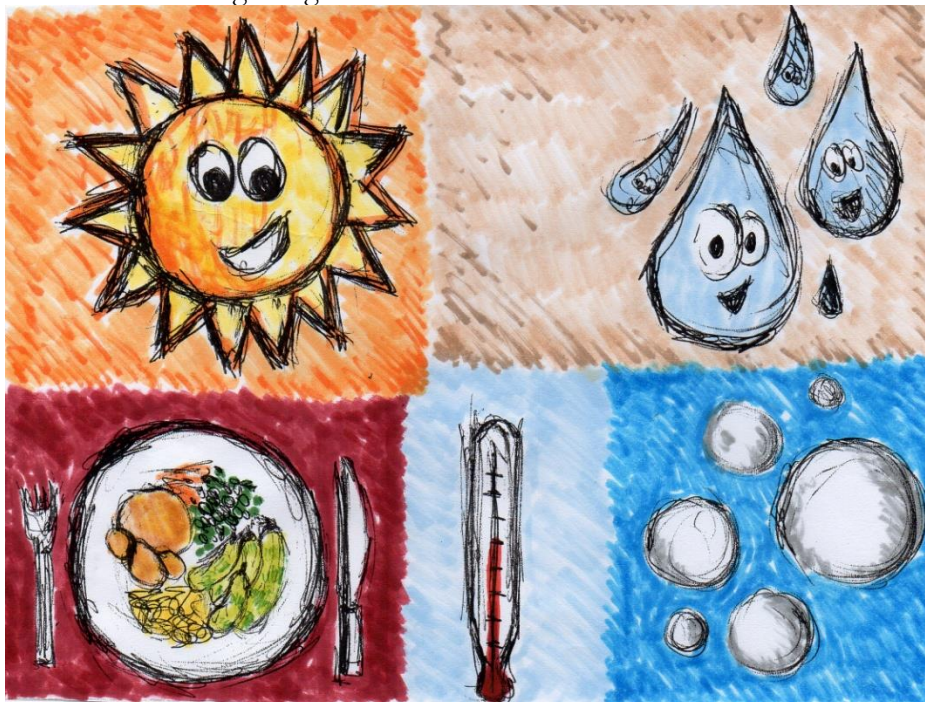
Sunlight: Probably the most important need, as it is the source of all energy. It also provides heat for plants and animals.

Water: Water is needed for cells and tissues to work. Many plants and animals also live in, or near, to water.

Air: Air is made up of several gases, including oxygen and carbon dioxide. Without oxygen, animals will die, and without carbon dioxide, plants cannot survive.

Food (nutrients): Living things need energy to grow, reproduce, move, and to work.

Habitat: Every living thing needs an appropriate habitat to survive in (including an appropriate temperature/climate, environment and shelter.

These are needed in different amounts. For example, the amount of water a fish needs to survive is not the same as the amount of water a cactus or air plant needs to survive. They all need water, but because they are different living organisms, their water needs will be different.

The process used by plants and other organisms to convert light to energy (normally from the sun) into chemical energy to fuel the organisms' activities, is called 'photosynthesis'. The process also captures carbon dioxide from the atmosphere, and uses water:

By feeding on plants and on one another, animals play an important role in the movement of matter and energy through the system.

Ecosystems are dynamic entities—invariably, they are subject to periodic disturbances and are in the process of recovering from some past disturbance.

Ecosystems in similar environments that are located in different parts of the world can have very different characteristics simply because they contain different species.

Humans exist and operate within ecosystems, and their cumulative effects are large enough to influence external factors like climate.

Over the years the human population has grown and grown. This has had a huge impact on the environment of our planet. This impact has caused changes which have affected our atmosphere by polluting it (too much smoke, carbon dioxide and other 'greenhouse gases' such as methane), and making holes in the ozone layer which protects us from some harmful rays of the sun. Everything living on the earth has basic needs. Humans have caused so many changes that many living things cannot get what they need. Some of the changes have led to the extinction of many kinds of wildlife (animals, plants, insects, etc).
We are beginning to realise that our basic human needs are being affected also.

Stress that biodiversity is not just about human needs! It is important in its own right. For humans, it also brings us happiness, contentment and wonder. There is nothing as soothing as being in nature, and nothing as spellbinding as watching wild animals in their own natural habitat. Nature is precious to human existence and our quality of life.

In the words of Chief Seattle:
"Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect."

Learners Worksheet

Elements	
You are:	**You provide**
Water	Moisture for plants (all plants, except air plants, which have not been included here) to grow, and animals to survive. You carry dissolved earth, which gives soil for plants to grow on rocks, and parts of decayed plant and animals which provide food for water plants and small creatures.
Sun	Warmth and light, so plants (all plants) can grow, and animals and humans thrive. You cause water to evaporate, giving rain.
Earth/Soil	You feed and sustain growing plants, vegetables, trees (including fruit trees) and flowers.

Plants		
You are:	**You need**	**You provide**
Flowers and Plants 	Food from soil, and sunlight, and water	Food for animals and humans
Fruit tree 	Food from soil, and sunlight, and water	Fruit to feed animals and humans
Grass 	Food from soil, and sunlight, and water	Fodder for animals

49

Flower	Food from soil, and sunlight, and water	Nectar for bees and other flying animals
Tree	Food from soil, and sunlight, and water	Shade for some plants, animals and humans
All provide beauty and variety!		

Animals	
You are:	**You eat:**
Insect	Plants, wood, small creatures
Butterfly	Small plants, leaves and nectar from flowers
Dragonfly	Moths and Butterflies

Bee 	Nectar and pollen from flowers
Worm 	Virtually any organic material, including dead leaves, grasses and plants, vegetable and fruit compost, dirt/soil, bacteria and microscopic animals
Fish 	Plankton, plants, worms, small water-borne creatures, and sometimes other fish.
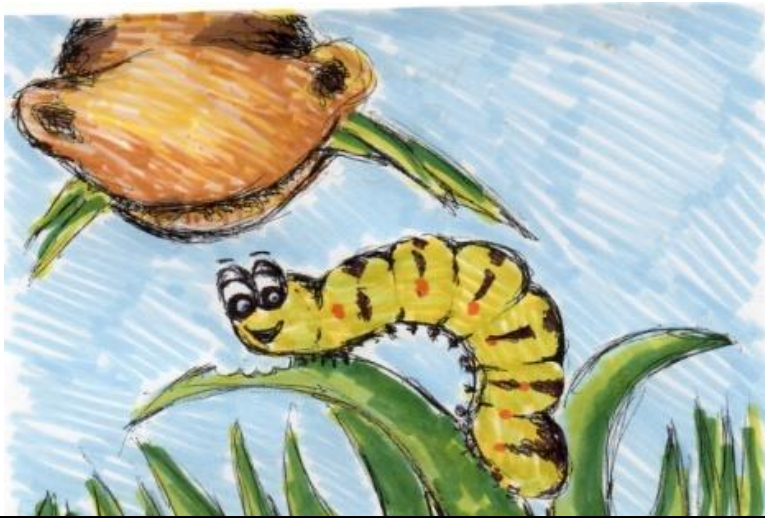
Frog	Flies, mosquitoes, moths and dragonflies – some larger frogs will also eat larger insects and worms.
Bird	Fruit, vegetables, insects, seeds
Fox	Fruit, vegetables, fish, frogs, insects, worms, some garbage and left-over animal food

Chicken	Vegetables, fruit, flowers, grass, grains and seeds; and also small insects and bugs
Cow	Grass, hay, grains
Human	Plants, vegetables, grains, fruit *Some also consume animal products (fish, meat, poultry, eggs, milk etc.)*
All these animals need water	

54

Nature is Speaking

Objectives

To inspire learners with a feeling for nature, an understanding of the importance of nature to people's lives, and awareness of the impact of human actions on nature.

Age/level

8-12

Duration

Two lessons and preparation time (homework).

Materials

Video viewing equipment (internet or pre-recorded), if possible.
Paper and crayons or markers pens (if needed)
Copies of Learners Worksheets

Procedure

Begin with a guided meditation, where learners can imagine being in nature – by a lake or river, under trees, near flowers.

Break the class into six groups, one each for the following aspects of nature:
➢ Mother Nature
➢ Oceans
➢ Rainforest
➢ Soil
➢ Water
➢ Flowers

Then watch the videos, if you have the facilities.
If no video facilities, then give out to groups, and ask groups to read out each in turn.
The links are given below in the Learners Worksheet (don't forget to translate into local languages, if necessary.

Discuss each briefly with the learners afterwards – focussing on the importance of each aspect to humans, how humans are affecting it.

Then task each group with devising a performance about their subject. This could be a brief play, a poem, or a recital.
Give them each a copy of the relevant Learners Worksheet to help them with this task, and to keep.
Encourage them to design pictures, masks or placards of their theme to use in the performance.

Act as a facilitator to each group, bringing out their ideas and confidence, but not directing them.

Then hold a special lesson where the learners act out their performances, inviting other available members of the school.

Issues to Explore

Nature doesn't need people.
People need nature.

Stress the importance of each aspect of nature, using positive examples.
Build a sense of awe and wonder, as well as covering the value to humans.

Discuss human impacts on each aspects of nature. And what humans could be doing to change this situation. Make sure that each learner understands that the choice is ours – people can and must act to change the world. Instil an air of optimism and hope for the future.

The wealth of the nation is its air, water, soil, forests, minerals, rivers, lakes, oceans, scenic beauty, wildlife habitats and biodiversity… that's all there is. That's the whole economy. That's where all the economic activity and jobs come from. These biological systems are the sustaining wealth of the world.
-- Gaylord Nelson, founder of Earth Day

There is further information in the Learners Worksheets below.

Learner Worksheet
Nature Speaking

With thanks to the 'Nature is Speaking' initiative of Conservation International: http://natureisspeaking.org/

Mother Nature http://natureisspeaking.org/mothernature.html 	Nature has been here for over 4½ billion years. 22,500 times longer than humans. Nature does not need people. People need nature: Their future depends on it. Oceans, streams, forests, soil belong to nature. How people live each day and whether they regard or disregard nature does not matter to nature – but will determine our own fates. Nature will continue. Nature is prepared to evolve. Are you?
The Ocean http://natureisspeaking.org/theocean.html 	The ocean is water. It is most of this planet. It shaped it. Every stream, every cloud, every raindrop comes from the ocean. One way or another, every living thing needs the ocean. The ocean is the source. It is what they crawled out of. The ocean gives to humans. They take from it. But it can also take back. Humans take more than their share. They poison the ocean and then expect the ocean to feed them. But it doesn't work that way. If nature isn't kept healthy, then humans will not survive. The ocean covered the entire planet once, and could always cover it again.

The Rainforest http://natureisspeaking.org/therainforest.html 	The rainforest contains plants, medicines, beauty. The rainforest has always been there for people, giving generously. But sometimes they took it all. Removing the trees, destroying the forest. Why do humans still need forests and trees, when they are so clever at making things? Humans breathe air. Forests make air. Forest trees, like all green plants, take in carbon dioxide and release oxygen. Carbon dioxide is the major source of global warming pollution, and deforestation is an important contributor to global warming. When we destroy the forest, we are choking our planet's lungs.
Soil http://natureisspeaking.org/thesoil.html 	The soil is in the hills, the valleys, the farms, the orchards. Humans could not exist without soil. But humans treat it like dirt. The soil is just a thin skin on this planet. But it is actually alive – full of organisms that grow our food. But it is broken, overused and sick – because of humans. Humans have withered the soil away to just over half of what it used to just over 100 years ago. It is turning to dust.

Water http://natureisspeaking.org/water.html 	Water is taken for granted by humans. But it is in finite supply, and the number of people is growing every day. Water starts as rain in the mountains, flows into the rivers and streams and ends up in the oceans. Then the cycle begins again. It will take 10,000 years to get back to the state it is in now. But to humans, it is just water. Just there. But where will humans find themselves when there are billions of them around? Will wars be waged over water – as they are over all other scarce resources? That is not the only option.
Flowers http://natureisspeaking.org/flower.html 	Flowers are beautiful. They are worshipped for their looks. Their scent. Life starts with flowers. They feed people. Every fruit comes from them. Every potato. Every kernel of corn. Every grain of rice. Flowers can also feed human souls – lifting their mood and inspiring them. They can act as their words when they have none. They can say 'I Love You', without a sound, 'I am Sorry' without a voice. They inspire the greatest humans – painters, poets, pattern makers... People underestimate the power of flowers. Their lives could end without them.

Eco Volunteers

Objectives

To build awareness and concern for nature and energise learners to take care of the earth; creating a spirit of volunteering and service for the environment and the community (and ultimately self-worth and happiness/well-being).

To give learners the opportunity to study nature in and around their school and/or local community, identifying any areas where action needs to be taken to help the environment or environmental awareness. Then, to start a volunteer project or school eco club to work on issues identified as a priority.

Age/level

8-12

Duration

Two lessons, plus club/project outside school lessons

Materials

Learner Worksheets - Our Environment, Our Issues (as check lists to record issues)
Board or easel paper/marker

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

Part 1

Ask the learners to think about their school and local community, and what sorts of environmental issues they may encounter around them.

List these, grouping them into main categories, such as:
  ➢ Insect, flowers and plants
  ➢ Habitats
  ➢ Nesting sites (if applicable/mentioned)
  ➢ Recycling
  ➢ Human litter and debris
  ➢ Energy use
Add others as needed, and adapt the Learners Worksheet accordingly.

If learners get stuck, prompt them with questions – for example: "and what about all the litter and refuse that people throw away in nature?" or "what about our recycling, how good are we at recycling here?" or "do we know about the insects, flowers and plants in our school grounds?" etc.

Explain to the learners that what they will do next is to look into these issues in the school and local community, and see where there is an opportunity to carry out a project to help improve this (in terms improving things for both the environment, and people in the school/community).

You can then make this into a group work project, if suitable for your school/community. It you are doing this, divide the class into groups at this stage.

Ask the learners for ideas on which categories might provide the biggest opportunity to take action?

Discuss with the learners – see 'Issues to Explore' below.

Explain that you will look at this again, after the learners have investigated what is happening in each category in their school/community.

Part 2

Arrange for learners to look into the environmental situation around the school/community. Help and guide them in this task, or organise for parents or responsible adults (such as a school governor) to do this. Ask them to ask their family or neighbours what they thinks are the most important issues that need to be addressed. Give each a Learners Worksheet for guidance and notes. If in groups, then this can be done in groups, which should then present their findings and ideas back to the class.

Then come back for another class session, where you can discuss the problems found, and what could be done in practice.

Finally, establish an eco club or project to help with this issue (and any others arising).

Issues to Explore

When discussing the issues, draw out the associated problems, but not in a negative way – more in the spirit of exploring ways in which the learners could help. For example:
  ➤ Insect, flower and plant monitoring programmes - biodiversity
  ➤ Protecting insect habitats or habitats of rare flowers and plants
  ➤ Protecting bird or bat nesting sites
  ➤ Recycling – and using recycled materials for craft work (in art lessons)
  ➤ River beach or park clean-up
  ➤ Monitoring and preserving energy use

Useful approaches may include:
Monitoring – monitoring and recording is always a useful first step to any programme.
Advocacy – recording what is happening and approaching community and council leaders to ask them to take action.
Practical activities – such as - 'clean-ups'; creating protected areas, cordoned off or with warning signs; working with school authorities to devise a school recycling scheme or an energy saving programme.
Education and awareness – many of the environmental issues encountered will be a result of lack of knowledge or awareness, which can be addressed by education and awareness initiatives. These could involve the production of: plays, posters, leaflets, newsletters etc.
A major question is how to spread awareness beyond the school, and into the local community.

Learner Worksheet
Our Environment, Our Issues

Category	Environmental Issues Notes below issues which need action, and suggested actions.
Flowers and Plants 	* * *
Habitats 	* * *

Nesting Sites

*
*
*

Recycling

*
*
*

Human Litter and Debris	* * *
Energy Use	* * *

Our Project:

And Why We Chose It:

Humans and Us

Perception
Trick Pictures

Objectives

To help learners to understand:
> That different people often have different perceptions. They may see and feel differently from another person about the same statement, picture, place or event – so it can be wrong to think that their own perception is the only right one.

> In a conflict, each side may be looking at the same situation but seeing, hearing, thinking and feeling vastly different scenarios. This means that perceptions need to be clarified, understood and valued in order to prevent or resolve conflict.

Age/level

Age 8 and above

Duration

One lesson

Materials

Learners Worksheet.
(Either one per learner or used as an overhead transparency or slide)

Procedure

Ask learners to say what they see in each picture.
After their first response ask: 'Do you see anything else?'
Then: 'Do you need to turn the page around or move your eyes around to see anything else?'
Then: 'What do you see now?'

Encourage learners to help one another to see different perspectives of each picture.

Ask the learners for their thoughts on why people see different images?
Compare this to different perceptions of the world.

See 'Issues to Explore' for further points to discuss.

Continue the discussion with examples of situations where people have viewed things from different perspectives, and how this led to conflict. This could involve scenarios as diverse as games with brothers/sisters, opinions on the importance of homework, disputes with parents, family feuds, wars etc.

Issues to Explore

See the background information on perception below.

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others who are not 'picture thinkers' may not necessarily perceive the 'shape-shifting' as their world changes. One image can give rise to a number of perceptions. If an object has no grounding in a person's experience, the person may not even perceive it.

It is interesting that once a person can see one picture it becomes very difficult to perceive another. The original picture is now imprinted on their memory and senses, and becomes difficult to dislodge. This is the same as our 'world views' against which we measure and evaluate the world.

People often believe that their perception is the 'right one' – and not just as regards the pictures - simply because it is the only one they know. They also believe that everyone else sees things exactly as they do. As the trick pictures illustrate, they are frequently wrong!

This exercise shows the importance of remaining 'open-minded' – and also of asking questions about each others' perceptions, to ensure we understand each other.

Background Information

Every person views the world from their own point of view, which is influenced by their own culture, religion, socio-economic environment, values and ethics, personality, temperament, upbringing, and past experiences.

As we move around the world, we create a – simplistic - model of how the world works. Whilst we sense the objective world, our sensations map to our model, which is updated as we acquire new information.

Values/ethics and attitudes can be passed on through generations in families and societies. But they are also influenced by current experiences, such as education, advertising and the media. Peer pressure also plays a large role – not only in schools, but also in the working and home environments.

All of these influences create 'filters', through which we view the world. These ensure that the 'world view' of each one of us is different and unique. This is similar to the different perceptions of the world gained when individuals view a panorama wearing different shaded sunglasses: The basic details are the same, but the shades of colour influence the whole scene and mood.

People often believe that their perception is the 'right one', simply because it is the only one they know. They also believe that everyone else sees things exactly as they do. They are wrong on both counts.

Conflicts can be created or exacerbated by certain perceptions and judgements. It is easy to misunderstand how another person is thinking and feeling just by their facial expressions and actions. Similarly, words can be misunderstood in conflicts because the words used may have different meanings for both parties.

The saying 'you can't judge a book by its cover' is apt here. In the same way, you cannot judge a person by their outward appearance – as this judgement would be based not on the person's individual personality and qualities, but on our own past experiences, prejudices, stereotyping and bigotry.

This means that it is vital to accept that the perceptions of other people are just as valid for them as our own are for us.

There are two sides to every conflict, and each side may be looking at the same situation but seeing, hearing, thinking and feeling vastly different scenarios. The key is to ensure that different perceptions are understood and valued.
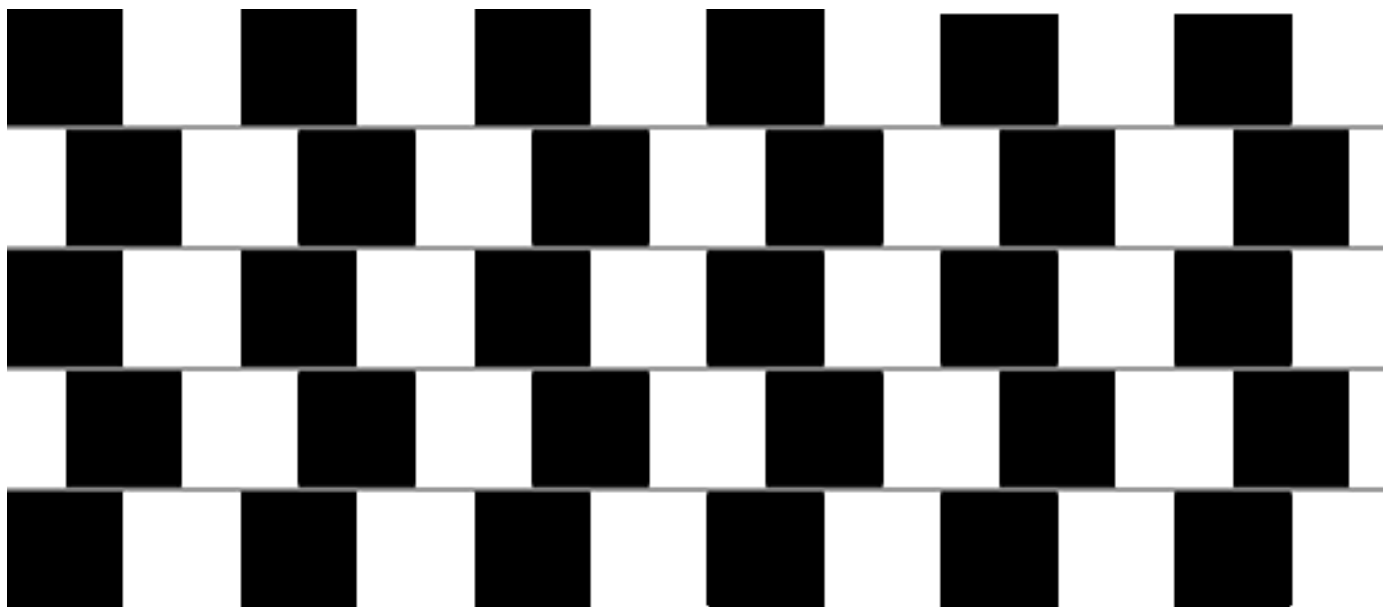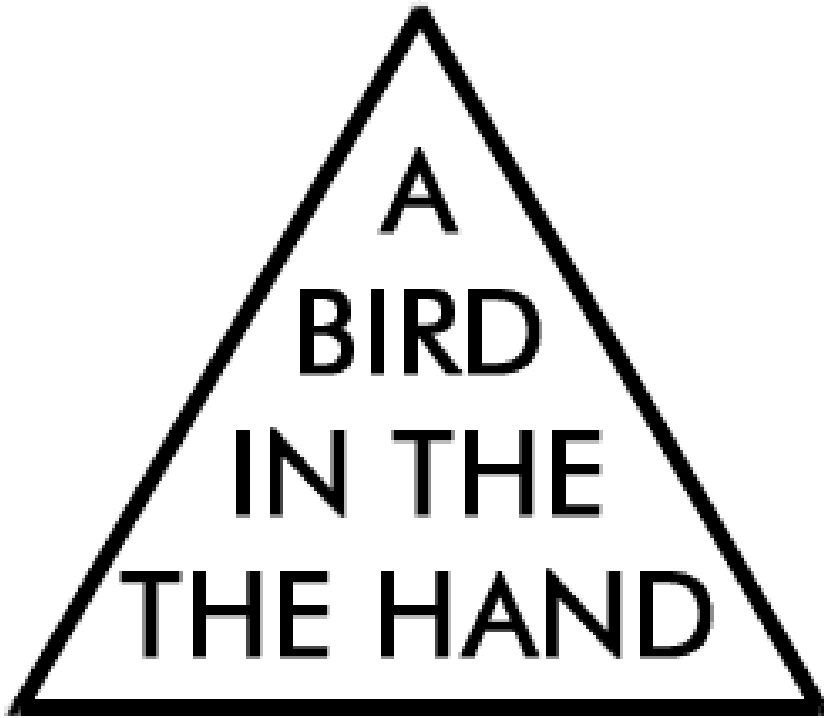
You can easily see the man's face, but can you see his three daughters?

Can you see a young woman, an old woman/old hag or both?
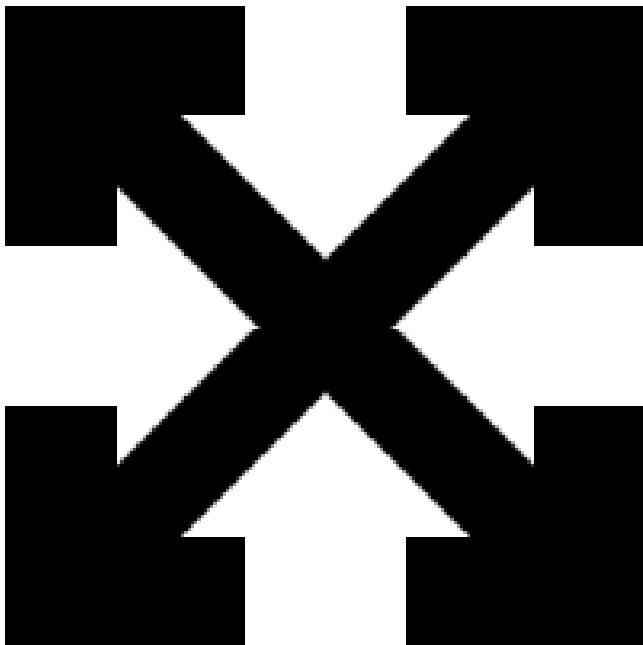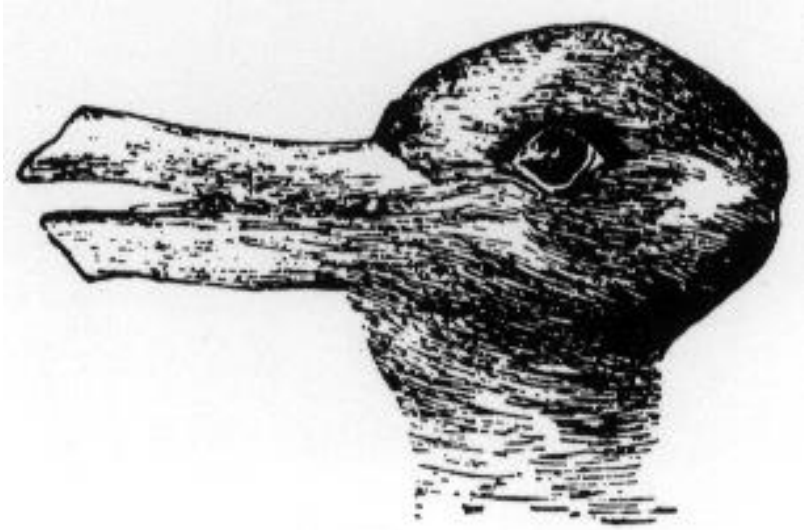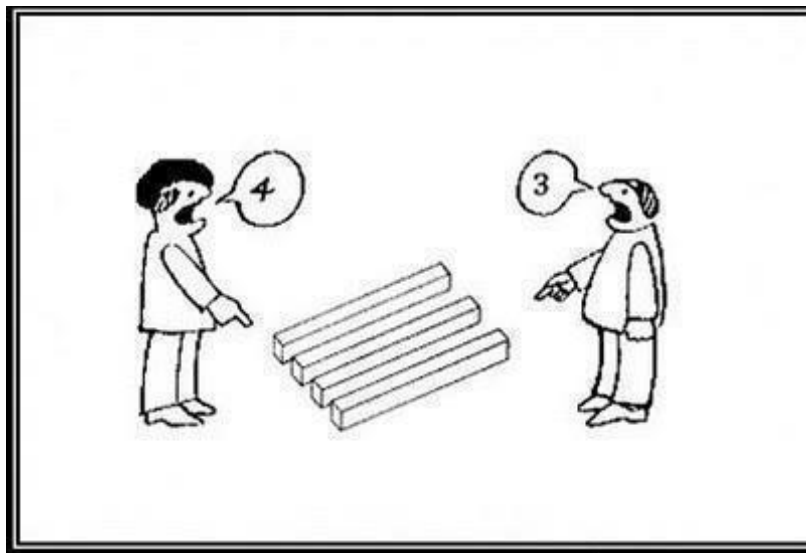
Are the horizontal lines parallel?

A
BIRD
IN THE
THE HAND

Any mistakes in this?

Black or white arrows, or both?

Duck or rabbit?

Three or four?

Double Vision

Objectives

To help learners to understand that:
- People see the world differently, and it is difficult to explain your world view to others
- Effective communication is more difficult than imagined, and is a two-way process
- Effective communication is needed to resolve conflicts: it is vital to ensure that each party's understanding of the conflict is clarified and understood, so common ground can be found

Age/level

Age 9 and above.

Duration

One lesson.

Materials

Two flip charts, or a flip chart and a blackboard
Chalk/marker pen

Procedure

Ask for two learners to volunteer to demonstrate an exercise to the class. Ask for volunteers that enjoy drawing and talking!
Now ask one volunteer to sit with his/her back to the class, right at the front of the classroom. Place the other volunteer behind him/her, with a flip chart and marker pen. The first volunteer must not be able to see what is being drawn on this flip chart (or the learner drawing).

Now ask the volunteer with the flip chart to draw a simple picture of either an ideal place to be, or a nightmare place to be. Nobody should talk during this process.
[Alternatively, you could bring a drawing or picture with you, and then ask your volunteer to describe this to the other volunteer, so he can draw it.]

When the drawing has been finished, the educator should place it where the main body of the class can all see it clearly. The drawing must not be visible to the first volunteer.

Now, the volunteer who drew the picture must talk the first volunteer through the drawing, to try and help him/her to reproduce the picture, without seeing this.

The second volunteer must try to explain clearly to the first volunteer all aspects of his/her picture, and the first volunteer must try to reproduce this on the other flip chart (or the blackboard). The first volunteer should ask questions whenever the instructions are unclear. The flip chart he/she is using must also be visible to the learners.

The aim is for the two learners to communicate as effectively as possible in order to help the first volunteer to draw a picture that matches the first picture as closely as possible. The class are not allowed to help!

When both pictures have been finished, put them side by side to compare the results.
Ask the class how similar they are.
Ask the volunteers how difficult the exercise was.
What were the main problems?

Discuss with the volunteers, and then widen out to discuss with the whole class.
See below for 'Issues to Explore' in the discussion.

Issues to Explore

See the background information on communication (above).
(The background information on perception may also be useful.)

The communication processes involved in the drawing game were: observation, perception, encoding (into speech), transmission and reception, decoding and perception (the listener making sense of what he/she is hearing). It is a long process, with many stages at which error (or misunderstanding) can creep in.

For the second volunteer, it is difficult to explain clearly the detail of his/her own picture. This is because he/she is familiar with the scene that they have imagined and then drawn, and so they tend to leave out important details. Then, they have to translate into verbal communication. Often verbal communication is not precise enough to make the meaning clear. People have to think deeply in order to make verbal communication clear to another person. Then the first volunteer has to not only listen carefully, but also to translate the words into meaning. But his/her meaning may not be the same as that intended! When we listen, we automatically translate into things that we are familiar with (according to our own experience). That is: we try to bring things into our own world view.

Effective communication is extremely difficult. It is a two-way process – one person providing information, another asking questions and both cross-checking to ensure a common understanding.

The person speaking often misses out important information – because they take it for granted.

The person listening often fails to listen properly – jumping to conclusions based on their own preconceptions.

The learners could have improved their drawing by more effective communication – the drawer thinking and formulating his/her speech more accurately, the listener by more active listening, and both by more cross-checking and feedback. Also, more non-verbal communication could have helped (gestures, sign language, facial expressions etc.).

Conflict often arises because of poor communication. Misunderstandings arise, and people jump to conclusions. If the situation is not checked, it can spiral out of control, with one misunderstanding leading to another.

Effective communication is also needed to resolve conflicts: it is vital to ensure that each party's understanding of the conflict is clarified and understood, so common ground can be found.

Caring Class

Objectives

To help to instil in learners a culture of caring, and thereby develop empathy and compassion.

Age/level

Age 7 and above? The format will need to be changed for older learners.

Duration

Two lessons at least. Plus project and homework.
It could also be ongoing – with small amounts of time to recap each week.

Materials

Caring Bulletin Board
Crayons or marker pens
Paper

Procedure

Part 1

Caring Classmates

Place the learners into groups. Ask learners to become 'tell-tales', and to tell the group of any acts of caring that they have seen their classmates doing or they have done themselves. They should then write each act on a small piece of paper, headed by the name of the learner, with a short description of the act of caring underneath. Cartoons, small drawings, colourful writing and/or short poems can be added to the messages to give them impact.

The educator should facilitate to encourage a wide variety of different types of caring actions to be included. Sometimes learners only think about major acts (such as giving money), but smaller acts of kindness should also be brought in. It is good to stress "random acts of kindness" – for example, to a stranger, or where nothing is expected in return.
Also bring in the Issues to Explore below.

Post the cards on a caring bulletin board for one week. Encourage learners to add to them throughout the week.

Caring Class Project

Help the class to select one caring class project. This could be helping a local animal shelter, adopting and visiting an old age home, hospice or hospital, or any project that demonstrates and develops empathy, compassion and caring.
Work with the class to decide how to develop their project. Place a description of the project on the caring bulletin board.

Caring Assignments

Homework: For homework, give the class a caring assignment (or weekly if the project is ongoing). Involve them in the choice, and discuss any difficulties with the assignment beforehand. Place the week's caring assignment on the caring bulletin board.
See the suggestions in Issues to Explore below.
Part 2

<u>Caring Assignments</u>
The following week, ask the learners for feedback on their assignments.
Put details of any learners special achievements under the 'caring assignments' corner of the bulletin board.
[At the end of the week, select a new caring assignment, if the project is ongoing.]

<u>Caring Class Project</u>
Help the learners to follow through on the project.
Place a description of the project, drawings and photographs on the caring bulletin board.
Keep a special section of the caring bulletin board for this purpose.

<u>Caring Classmates</u>
Then add up the number of caring acts for each learner. The learner who has been awarded the most will have their name, and the number of caring deeds done, posted at the top of the caring bulletin board, alongside the heading: 'Last Week's Caring Classmate'. If possible, give them a small award or prize.

If the class wants to continue, the process begins again for the following week.

Issues to Explore

See the background information on Empathy & Compassion below.

<u>Caring Classmates</u>

During this exercise, try to develop learners' empathy. Ask them how they thought the other person felt. When an act of caring involves a real plight, talk to the class about this. For example, if it involved an elderly person, ask them how they would feel if this had been one of their grandparents. Or if it involved a baby of child, how they would feel if it were their own younger brother, sister, niece or nephew? Bring in broader society issues wherever possible.

Gently expose any less than compassionate reasons for helping e.g. 'When you helped did you genuinely feel compassion for the person?' And 'How did that feel?' Ask them to own up if they simply did the act(s) of caring to earn class points! Stress that this is not the point of the exercise – and the act does not count unless it involves a genuine sense of empathy and compassion!

<u>Caring Class Project</u>

Whatever project the class decides to choose, research the issues involved, and discuss these with the class before deciding on the action to develop the project. Talk to the people involved, or watch and consider the animals involved. Discuss their needs and how they feel. Try to choose acts of caring that will help to remove or reduce their suffering. Where humans are involved, care should also be taken to respect them and leave their dignity intact.

If the project involves helping an animal shelter, then the shelter manager will be able to suggest ways in which the class could help (for example, by walking dogs, playing with the animals, cleaning cages, raising funds etc.).

Similarly, if the project involves helping an old age home, hospice, or a hospital, the manager or matron will be able to advise of ways in which the class could help. Old or sick people may welcome visit by young people – to read or sing to them. They may also appreciate poems and drawings from the class. There will be many ways in which your class can bring some joy and light into the lives of suffering people or animals.

<u>Caring Assignments</u>

Think of different assignments, and ask the learners to think of some too. Anything that shows caring is acceptable. These can be quite simple assignments. Here are some ideas for a start:

➢ Smile and say hello to five strangers in the street
➢ Do something nice for someone who you think dislikes you
➢ Help an elderly person you know to do their shopping, or to carry their shopping to the car
➢ Offer to read to an elderly person
➢ Help your mother with the washing up
➢ Make breakfast for the family
➢ Go and buy a newspaper for your father
➢ Give a local stray some food/a biscuit and stroke him/her
➢ Let your brother/sister use your favourite toy
➢ Find a toy or piece of clothing that you can give to a poor person
➢ Clean the car or the front steps
➢ Don't kill any insects/flies – collect them from the house and put them safely out of doors
➢ Collect crumbs to feed to the birds

General

Ask the learners how people reacted to their acts of caring
➢ How did you feel when they were pleased or grateful?
➢ Why were some people suspicious or hostile?
➢ How might you overcome any suspicion of hostility?
Talk with them about the effects of their good deeds.

Ask the learners if anybody has done anything naughty, or that they regret, during the week. If so, discuss with them how they feel, and explore ways in which they could make amends.

During a caring class session, ask the learners if any of them had anything happen to them during the week that upset them. If so, discuss this and ask other learners to help with possible solutions, or ways of making the learner feel better. The idea is to build a supportive atmosphere in the class, one of trust and understanding.

Background on Empathy and Compassion

Empathy is the ability to recognise, perceive and feel the emotion of another. It is the ability to 'put oneself into the shoes of another' – a sort of emotional resonance.

As empathy involves understanding the emotions of others, it can relate to emotions as bodily feelings or to the beliefs, desires and thoughts that underlie these emotions.

The basic capacity to recognise emotions is innate (inbuilt in human 'wiring'), but it appears to be stronger in some humans than in others (for example, females tend to have higher levels of empathy than males). This capacity is thought to relate to people's capacity for imitation, and relates signals such as bodily movements and facial expressions with feelings. Humans also seem to be able to make the connection between the tone of voice and other vocal expressions and inner feelings. It is an immediate 'gut reaction' – so by looking at facial expressions, bodily movements or listening to tone of voice, we are able to intuit a sense of how others feel.

Empathy can be sensed either internally or externally. The person feeling empathy may themselves feel a sense of the emotional atmosphere affecting another (so the emotion is shared) or they may not experience this feeling within their own body, but recognise it and locate it inside the body of the other person.

More developed empathy requires more than recognising the emotional state of another. The ability to deliberately imagine yourself being another person, or being in their situation, is a more sophisticated process, which needs practice, training, investigation and/or imagination.

The emotional background of a person may distort his/her feelings about the emotions of others (see previous background on perception). Empathy is a skill that is gradually developed throughout life, and which improves with the level and depth of contact we have with the person with whom we are empathising. The more we learn about the other, the more we are able to reach outside our own narrow confines towards them. We must stay open to revise any knowledge we gain of the emotions of another in the light of further information.

Compassion is a sense of shared suffering, and is often combined with a deep desire to alleviate or reduce the suffering. Thus, compassion is essentially empathy, but with a more active motivation to assist.

"Compassion is the keen awareness of the interdependence of all things."
Thomas Merton.

"Compassion is the ultimate and most meaningful embodiment of emotional maturity. It is through compassion that a person achieves the highest peak and deepest reach in his or her search for self-fulfilment."
Arthur Jersild

Contrasting Empathy and Other States

A brief explanation of the difference between empathy and other states is given below.

Empathy is: "I feel your sadness."
Compassion is: "I'm sorry for your sadness. I wish to help."
Sympathy is: "I'm sorry for your sadness."
Emotional Contagion is: "I feel sad." (Catching the emotions of another)
Apathy is: "I don't care how you feel."
Telepathy is: "I read your sadness without you expressing it to me in any normal way."

Communication
Are You Listening?

Objectives

To help learners to understand that:
- ➢ Effective communication is a two-way process
- ➢ Active listening is an important part of effective communication

Age/level

Age 9 and above

Duration

Two lessons

Materials

Learners Worksheet for 'Brick Wall' with lists of scenarios (see below)
(Either one per learner or used as an overhead transparency or slide)
Cardboard brick wall (or drawing)
Blackboard and chalk (or whiteboard and marker)

Procedure

These lessons allow the learners to experience three different styles of communication: bad listening, the 'brick wall' and good listening.

Part 1

Introduce the lesson to learners. Explain that you will start by exploring what bad learning is, and give the learners an opportunity to see how that makes you feel.

Bad Listening

Then organise the learners into pairs. Ask them to sit closely, facing each other. One learner should chat excitedly about a TV programme or movie. The other should just stare straight ahead, without making any response or talking at all.

After a short while (e.g. one or two minutes), the learners should swap roles (the previous listener talking and the other not reacting).

At the end of this session ask the learners:
- ➢ Have you ever been listened to in this way?
- ➢ What did it feel like to be listened in this way?

Ask the learners if they have even been listened to in other ways that puts them completely off talking or makes them realise they are not really being listened to. Try to obtain a list of bad listening behaviours. List these on the board. For example:
- ➢ Fiddling with something
- ➢ Looking at his/her watch
- ➢ Ignoring or not paying attention
- ➢ Continue what he/she was doing

- ➤ Looking at somebody else, or starting to chat to somebody else
- ➤ Criticising
- ➤ Moralising
- ➤ 'Me too' behaviour (changing subject to their own interests, or they have one too – often bigger and better!)

(Make sure that 'me too' behaviour is included: Introduce it if not provided by learners).

Now ask the learners to move back into their pairs and for one to talk excitedly about their favourite toy, game or pass-time (real or imaginary). The other should use any of the bad listening behaviours (or many of them!) that have been written on the board.

After a short while (e.g. one or two minutes), the learners should swap roles (the listener talking and the other using bad listening behaviours).

At the end of this session ask the learners:
- ➤ Have you ever been listened to in these ways before?
- ➤ What did it feel like to be listened in these ways?
- ➤ Which bad listening behaviour felt the worst? Why?
- ➤ Have you ever listened to anybody in any of these ways? Why?
- ➤ If you were in a conflict and the other person listened to you in this way, what would be likely to happen?

Brick Wall

This is another style of bad learning!
Begin by explaining to the learners that when they are talking and somebody interrupts or blocks them, it is as if a large 'brick wall' has come between them. This is just the opposite of active listening.

Ask for three learners as volunteers to role play in the front of the class.

The first 1 will be read the part noted 1 below – one question at a time. They are trying to talk to their fellow learner (2).

The second learner (2) will read the responses to learner (1). They are 'brick-walling'.

The third learner will play the wall! Each time learner (2) reads his or her 'brick wall' response, the third learner has to put the brick wall in between the first two.

After each scenario, ask learner (1) how it made him/her feel when learner (2) used that particular brick-wall response. Did it help them to talk about their point of view? In a conflict, what effect would it have? Throw open the questions to the class when the play-actors cannot answer, or get them to add to an incomplete answer.

The educator can explain to the learners the type of brick-wall response being used (noted on the educator notes below). At face value, some seem more acceptable than others, but none provide the open and respectful response needed for effective communication.

Simply explain the communication process to learners. Discuss the fact that the message was not getting to the recipient at all in this game. Also, there was absolutely no feedback. There may as well have been a brick wall between the two learners.

Part 2

Recap the previous lesson. Ask learners whether they have been more aware of bad listening last week.
This week we are going to look at what it takes to be a good listener.

Good Listening

Ask the learners if they have even been listened to in other ways that make them realise that they are really being listened to, and make them feel that the listener really understands what they are saying and feel sympathy for them? Try to obtain a list of good listening behaviours, and write these on the board. For example:

Dos
- Appropriate eye contact
- Lean forward and look interested
- Mirror position and key actions
- Use encouraging contact words (e.g. 'I see' or 'Oh no!')
- Nod agreement or encouragement
- React appropriately
- Put things said into own words to check the meaning
- Ask open and encouraging questions

Don'ts
- Fiddle, look bored or look at your watch
- Interrupt, change the subject or bring in your own viewpoints
- Ignoring or not paying attention
- Continue what you were doing
- Look at somebody else, or starting to chat to somebody else
- Introduce brick walls or empathy-blockers (see below)

Organise the learners into pairs. Ask them to sit closely, facing each other. One learner should chat about one of their family or friends that gives them problems, or makes them angry. The other should listen carefully and sympathetically, using the good listening behaviours listed.

After a short while (e.g. one or two minutes), the learners should swap roles (the previous listener talking and the other reacting appropriately).

At the end of this session ask the learners:
- Have you ever been listened to in this way before?
- What did it feel like to be listened in this way?
- Which good listening behaviour felt the most important? Why?
- Have you ever listened to anybody in this way?
- What does it feel like to listen in this way?
- If you were in a conflict and the other person listened to you in this way, what would be likely to happen?

Review the communication process for learners.
Discuss the importance of active listening and feedback in this process.
Discuss the importance of effective communication in avoiding or resolving conflicts.

Discuss with the class what people they have around them that would listen to them, if they needed it. This is particularly important for any learner who has an unresolved problem that the exercise has persuaded them could be shared.

See below for 'Issues to Explore'.

Issues to Explore

See the key information on communication. This includes the communication process, which can be explained to the class. The educator may wish to draw the communication process diagram on the board, and to talk around this (as a prompt).

The communication processes involved are: observation, perception, encoding (e.g. into speech), transmission and reception, decoding and perception (the listener making sense of what he/she is hearing).

The person speaking often misses out important information – because they take it for granted. The person listening often fails to listen properly – jumping to conclusions based on their own preconceptions. Often when we listen, we automatically translate into things that we are familiar with (according to our own experience). That is: we try to bring things into our own world view.

The communication process can be helped if the person listening uses actively listening (including checking understanding and supplying feedback) to avoid misunderstandings as they occur.

Effective communication is extremely difficult. It is a two-way process – one person providing information, another asking questions and both cross-checking to ensure a common understanding. It is important that the listener reacts in a way that encourages the speaker to continue speaking, being open but receptive. This involves creating an atmosphere of trust, respect, empathy and understanding.

Care has to be taken to avoid the use of empathy-blockers. These are ways in which the listener reacts that can indicate to the speaker that they are not empathetic (sharing their feelings), and thereby stop them from continuing. They include:

➢ Fixing the problem (what we'll do is…)
➢ Criticising (oh you always do…)
➢ Reassuring (don't worry everything will be OK)
➢ Moralising (you really should try to…)

Some of the 'brick wall' behaviours are empathy-blockers.

Conflict often arises because of poor communication. Misunderstandings arise, and people jump to conclusions. Resentments can arise if parties feel they are not being listened to, or interpreted correctly. If the situation is not checked, it can spiral out of control, with one misunderstanding leading to another.

Effective communication is needed to resolve conflicts: it is vital to ensure that each party's understanding of the conflict is clarified and understood, so common ground can be found. Conflict resolution can be aided if each party to the conflict feels that they have been listened to, and understood.

Communication: Key Information

Communication is the process of transmission of information. It is a form of social interaction where at least two parties send and receive information using a common set of signs and rules.

The Communication Process

In a simplistic model, information is sent from a sender or encoder to a receiver or decoder. However, a more complete model of the communication process has a number of stages: sender, message, channel, receiver, feedback and context. See the below diagram.
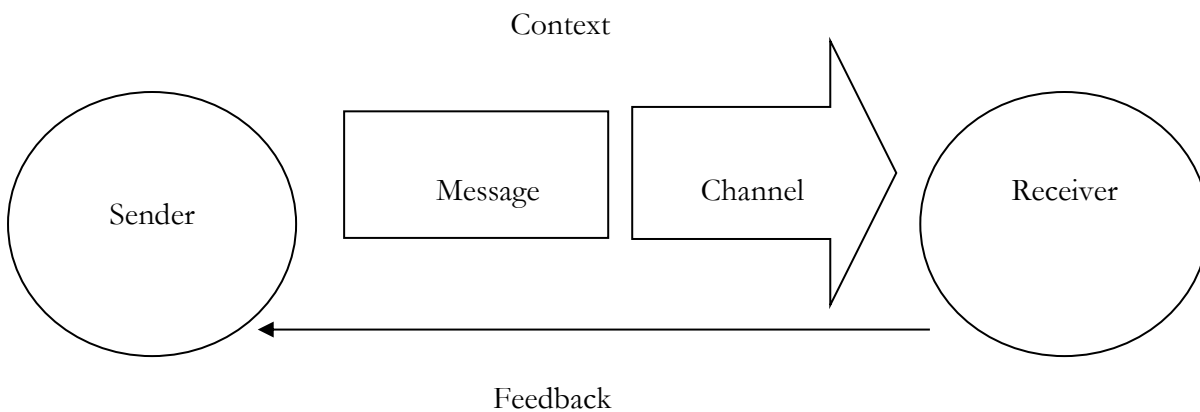
Problems with communication can creep in at each stage of this process, creating misunderstandings. Each stage of the process needs to be considered to be an effective communicator.

Sender: Consider the audience and the context of the message, as well as the subject. The message must be appropriate to its target audience.

Message: Written, oral and nonverbal communications can affect the message. Use of poor verbal and body language can also confuse the message. Its length, tone, style, method of organisation, argumentation used, intellectual and emotional components are all important, as well as the truth and validity of its content.

Channel: Messages can be sent through a number of channels e.g. face-to-face contact, telephone, e-mail or letter. The channel chosen has to be appropriate. For example, it always causes outrage when a husband or wife decides to finish a relationship by e-mail!

Receiver: Each receiver has their own ideas, feelings, culture and past experiences that will influence their perception of the communication process. Keep the receiver in mind when you assess the impact of your message.

Feedback: The receiver will provide feedback to the message. This could be verbal or non-verbal. Close attention to feedback is necessary to good communication.

Context: This is the situation in which your message is delivered. This may be at work, school or in the family. Each context has its own culture and appropriate way of doing things. The context also includes past history that shapes the background to the communication.

Effective Communication

The purpose of communication is to get your message across to others clearly and unambiguously. Communication is only successful when both the sender and the receiver understand the same information as a result of the communication. This involves effort from both the sender of the message and the receiver. It is a process that can be fraught with error, with messages often misinterpreted by the recipient. When this is not detected (by effective feedback), it can cause tremendous confusion and missed opportunities.

Body language is a vital component in effective communication. In fact, only a small percentage of impact is derived from the words used:

Approximately
➤ 7% depends of words used
➤ 33% on voice and intonation
➤ 60% on body language
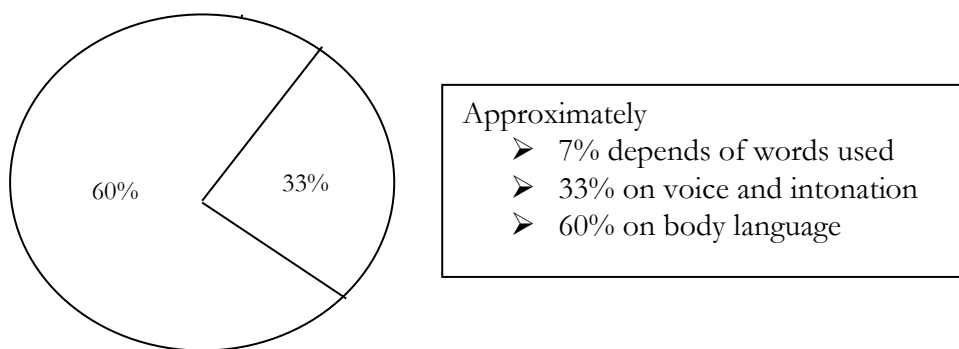
There are many different areas of communication including verbal and nonverbal communication, and even symbolic communication (where symbols are used to give meaning).

Verbal communication is when we communicate our message verbally to whoever is receiving the message. We speak to others directly, or through a communication medium (such as the telephone).

Nonverbal communication deals with gestures, sign language, facial expressions and body motions. Much of the 'emotional meaning' we take from other people is found in the person's facial expressions and tone of voice, comparatively little is taken from what the person actually says. See diagram below.

83

Background Information

<u>Communication Skills</u>

Communication skills, including written and oral presentations, as well as an ability to work with others, are the main factor contributing to job success.

<u>Voice and Communication</u>

Below are some useful tips on verbal communication:
- ➤ **Voice projection:** It is important to speak clearly and to project your voice. Vary your voice and speak with enthusiasm and conviction. Don't talk too quickly, or too slowly, and don't talk in a monotone.
- ➤ **Language:** Avoid the use of abbreviations, jargon, technical or complex language. Simple, expressive speech is more effective.
- ➤ **Humour:** Humour is generally good to increase interest and build rapport, but ensure that it is used appropriately.
- ➤ **Statistics**: The use of statistics or figures can be effective if they are used sparingly and for impact (did you know that one in five Africans has…). But beware as too many statistics can be boring!
- ➤ **Respect:** Be aware of any cultural differences, foreign speech and names, dialects, regional accents etc. Respect other viewpoints and experiences. *People are often offended by derogatory remarks relating to race, creed, sex, age or colour. Take care to avoid these.*

<u>Body Language</u>

As can be seen above, body language forms an important part of effective communication. Here are some tips:
- ➤ **Eye Contact:** helps to build up a relationship. Switch eye contact between people when talking with a group. Use an 'eyebrow flash' to acknowledge people you pass, together with a smile.
- ➤ **Overt body language and mannerisms:** Have an open posture and gestures. Don't be rigid, but don't fidget or gesticulate too much. Be relaxed and confident.
- ➤ **Stance:** Stand upright, with a relaxed stance. Place your feet comfortably apart, and arms hanging loosely by your side (when not in use).
- ➤ **Facial expression:** Smile at those you ate talking to (when appropriate). Convey cheerful warmth.
- ➤ **Spatial distance**: Try to get close to those you are talking to, but not too close as to crowd them.
- ➤ **Silence:** Don't be afraid of pausing. Some space and time is sometimes needed for the person you are with to think and reflect.

<u>Active Listening</u>

People speak at 100 to 175 words per minute (WPM), but they can listen intelligently at 600 to 800 words per minute. Since only a part of our mind is paying attention, it is easy to let our mind drift - thinking about other things while listening to someone.

People often do not listen attentively, but are distracted and half-listening, half thinking about something else. We are often preoccupied with our own half of the communication, for example, preparing our own reply, when we should be listening. We assume that we know what the other person is saying and means, relating this to our own preconceptions. The cure for this is active listening.

Active listening is a style of listening that gives your full attention to the other person, and eliminates distractions. The listener focuses attention on the speaker and then repeats, in their own words, what they think the speaker has said. This enables the speaker to find out whether the listener has really understood. If the listener did not, the speaker can explain in another way, until their meaning is clear. This improves mutual understanding.

Non-verbal behaviours can be used to raise the channel of interpersonal communication. Non-verbal communication includes facial expressions like smiles, gestures, eye contact, and even your posture.

Useful tools that can be used in active listening are summarising (to affirm understanding), non-threatening questions (to build understanding and dialogue) and reflection (to demonstrate interest). Other tips for helping active listening include:

➢ Use appropriate eye contact
➢ Lean forward and look interested
➢ Use encouraging contact words (e.g. 'I see') or nod agreement
➢ Do not fiddle, look bored or look at your watch
➢ Do not interrupt, change the subject or bring in your own viewpoints
➢ Do not introduce empathy-blockers (see below)

85

Learner Worksheets
Brick Wall

Role play sheets are necessary for the educator, learner 1 and learner 2. See below.

Learner 1 (Speaking)

For each session, learner 1 has to say:

"I am feeling really bad about the fight we had."

This will be repeated 10 times (Learner 2 has 10 different responses)

Learner 2 (Responding)

You'll be fine, don't worry about it

Stop worrying. I have sorted it all out. Just do as I say...

My Dad's bought a new car

Did you hear that Joshua and Martin had a really big fight?

There is nothing to talk about. Just go away. I've had enough of you

Oh you always feel bad about everything; you're a boring idiot!

Me too, but I always feel worse than you

If you do it again, I'm going to have you!

Well, you shouldn't have started it then. You are just a trouble-maker!

You are old enough to know better. You really should learn to control yourself better.

Educator

(Type of 'brick-wall' explained, Learner 2's response to learner 1 saying "I am feeling really bad about the fight we had").

1. Reassuring
You'll be fine, don't worry about it

2. Fixing the problem
Stop worrying. I have sorted it all out. Just do as I say...

3. Diverting
My Dad's bought a new car

4. Distracting
Did you hear that Joshua and Martin had a really big fight?

5. Refusing to co-operate/Rejecting
There is nothing to talk about. Just go away. I've had enough of you

86

6. Put down/name calling
Oh you always feel bad about everything; you're a boring idiot!

7. Me too
Me too, but I always feel worse than you

8. Threatening
If you do it again, I'm going to have you!

9. Criticising
Well, you shouldn't have started it then. You are just a trouble-maker!

10 Moralising
You are old enough to know better. You really should learn to control yourself better.

Tolerance
Difference with Kindness

Objectives

➤ To help learners to understand tolerance, and the importance of tolerance in building peaceful and harmonious communities

Age/level

Age 9 to 13 years

Duration

A lesson or part lesson
Plus writing homework (see below)

Materials

Blackboard and chalk or flip chart and marker pen

Procedure

Introduce the subject of tolerance to the class. Use key information from the background information on Tolerance. Stress the importance of tolerance in building peaceful, harmonious and diverse communities.

Discuss with the class whether they have ever felt different. How did it feel? Ask learners to think about something that they do or believe in that is different from what their friends do or believe in.

The discussion will probably centre on the negative aspects of feeling different. Point out that everybody is unique – and unique is a really positive word! What is good about being unique? So why is it good when we are unique, but bad when others are too?!

Brainstorm the different ways of being different! Write these on the board, using normal brainstorming techniques (encouraging all contributions, praising creativity, not judging any contributions). These can include aspects such as: race/colour, culture, religion, family situation, disability, health, appearance, size, intelligence, creativity, skills/abilities, beliefs and values, likes and dislikes, personality, gender, sexuality etc. If important areas are missing from the list, ask the learners: 'what about xx, shall we add that too?' and increase the list.

Then, when the list is long and diverse, ask the learners to study the list and consider all the many ways in which we can be different. What do they think about that? Isn't it amazing how diverse and interesting our world is?! Ask them to look at the different challenges that people have to face, and how these can make them resourceful and 'differently able' or talented. When some people already have to face these enormous challenges, why on earth would we want to add to their challenge and pain by being intolerant? Finally, look at the positive ways of being difference – the skills, abilities, creativity, and genius even.

Point out the value of diversity. The more varied our upbringings, culture, religions, perspectives, skills and abilities the more rich and varied will be our interactions and achievements. Open-mindedness and a real joy in learning are needed to truly enjoy diversity.

Tell the learners that prejudice often begins with one single bad experience that gets generalised and fed into a stereotype. This is a natural mental process - as our brain struggles to make sense of our complex world, it fits our experiences into mental patterns. However, we need to be aware of this, and to guard against negative stereotyping! As everybody is unique, we need to be very careful about stereotyping or feeding into prejudices. Ask the learners what they can do to:

➤ Avoid developing prejudices yourself?

➢ To change the minds of other people who have prejudices?

Continue the discussion, working towards the need for tolerance, and how this enhances our lives. Then, move on to how the class could work to become more tolerant. See 'Issues to Explore' below.

Give the learners writing homework – see suggested questions below.

Issues to Explore

See the background information on Tolerance. Use some examples and some key facts from this background.

Learners could avoid prejudice themselves by working to become more tolerant (see below), and by recognising and enjoying diversity.

Learners could work to change the minds of other people who have prejudices by providing practical examples of how their prejudices are wrong. Being a positive example for your race, gender, religion, disability etc. can be the strongest way to break down stereotypes and prejudices.

The class could work to become more tolerant by:
➢ The 'Golden Rule' – do as you would be done by
➢ Putting ourselves in the place of others (empathy)
➢ Accepting other for what they are (respect)
➢ Working in co-operation with others, rather than in competition
➢ Identifying and 'outing' prejudices (exposing these for what they are)
➢ Taking time to learn more about others
➢ Celebrating and enjoying diversity

The class may have other suggestions of their own. They could write banners with these maxims on to put up around the classroom. Or they could build a tolerance corner in the classroom where these and some of their essays on tolerance are exhibited.

Background Information

The word 'tolerance' is difficult to define. The English language offers no single word that embraces the broad range of skills we need to live together peacefully and happily. There are a number of adjectives used to describe tolerance, including: 'pro-social', 'democratic', 'accepting'. These are simply being kind to those who are different.

In its Declaration on the Principles of Tolerance, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) offers a definition of tolerance that most closely matches this manual's use of the word: 'Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference'.

We view tolerance as a way of thinking and feeling - but most importantly, of acting - that gives us peace in our individuality, respect for those unlike us, the wisdom to discern humane values and the courage to act upon them.

We practice tolerance when we keep a just, fair and objective attitude towards others. People often have different opinions, religions, cultures, perspectives and practices. Tolerance allows us to accept and appreciate our differences.

We are often emotionally tied to our views and beliefs. And yet we change these throughout our lives, as we learn and have new experiences and feelings. But we can still become proud and dogmatic about our views – and believe that others who do not share these are wrong. True tolerance is having your beliefs and respecting without judgement the beliefs of others, even when they are different to your own.

Children are born without bias or prejudice. Their views, values and beliefs come from their family and society. Parents are the child's first educators. By the time children come to school, their views are already partly formed. However, educators can have a profound influence on learners' attitudes. This is particularly true if they are able to teach them creative and critical thinking skills, and teach values such as tolerance. It is also important for educators to check their own biases and prejudices, and ensure that these do not negatively influence the learners under their care.

We are all individuals, regardless of colour, race or culture. And it is our individual personalities that make life more interesting. Life would be boring if all our friends were exactly like us, we had one political party and just one religion.

Differences do not themselves cause classroom conflicts. It is lack of tolerance for differences that is one of the main causes of conflict. With tolerance, we can live in harmony with those who have views and beliefs different to our own.

Many of the lessons in this manual will help learners to build self-worth and to value diversity and co-operation. Educators can build on these by paying attention to, and praising, positive behaviours in their class that support tolerance, co-operation and the celebration of difference and diversity. For example:
  ➢ Do you see how the differences in our class make it more interesting?
  ➢ It is so interesting to learn about our different beliefs and religions, and yet to see how the core of each is the same…
  ➢ Look at how teamwork has achieved great results through using all your different skills and abilities!
  ➢ Look at how many solutions you have generated through using all your different personalities and creativity!
  ➢ None of us could have achieved this on our own? Thank you so much for your co-operation and tolerance in working together.
  ➢ I noticed that this group found a really different and interesting way to solve the problem.
You can also use appropriate stock phrases, when appropriate, such as:
  ➢ It takes up all kinds to make a world.
  ➢ Everybody has his/her own way.
  ➢ You can't fit a square peg into a round hole.

Learner Worksheet
Writing about Tolerance

Choose one of these subjects and write an essay on it.

If you have experienced intolerance personally, write about that experience. Why do you think it happened? Was it just or fair? What did it make you feel like? Describe your experience to others.

Describe a time you had difficulty in showing tolerance and respect for another person. What made it difficult? What did you do about it? Is there something you could have done that would have made it easier?

Think of a time somebody (a friend, another learner, family member, etc.) was not very tolerant of you. Write a pretend letter to that person describing what he or she did, how it made you feel, and what you would like this person to do differently in the future.

Think of a world where tolerance is recognised as a virtue and adopted as 'the way of behaving'. How would this world be different? Draw a pen picture of how life would be in this world where tolerance had become a way of life.

Bullying

Objectives

> ➢ This lesson will help learners to understand bullying behaviour and to begin reflection on anti-bullying strategies
> ➢ It will also help bullies and potential bullies to reflect on and review their behaviour

Age/level

Age 8 and above

Duration

Materials

Blackboard or flip chart
Chalk or marker pen

Procedure

Organise the learners into groups of about five or six learners. Give each group (or each learner, if possible) the Learners Worksheet on 'What Is Bullying'.

Ask each group to discuss each of the five questions, and to write down their answers briefly.

Read out each question before the groups start the exercise, and ask whether they have any questions (just to make sure the exercise is understood).

Give a set time for the exercise.

Ask each group to choose a spokesperson.

At the end of the exercise, ask the spokesperson for each group to tell the class the group's answers – in brief.

When looking at the question on 'what do bullies do', consider and explain the two types of bullying – direct bullying and indirect bullying (social aggression). You might like to write examples of each on the boards as learners come up with them, under the two categories to show the difference. Stress that any type of bullying is unacceptable.

When looking at the question on 'who do bullies pick on', stress that some learners are bullied for no particular reason whatsoever.

Whatever the reason why the bully has chosen his/her target, this is unacceptable. The school, and the class, welcome and respect difference – and will not tolerate bullying. Every learner has their own special skills and abilities – and the smaller or weaker learner may have a brilliant brain, and go on to become a famous scientist or IT specialist (just look at Bill Gates with his Harry Potter glasses – he may well have been bullied at school, but he is now a world-famous multi-millionaire!).

After each presentation, give a short time to answer any questions arising, and to clarify any part that is unclear. Then move on to the next presentation.

At the end of all the presentations, discuss with the class. Draw out any problems with dubious strategies at this stage, by asking the learners what they think the outcome would be if the suggested strategy were used.

See 'Issues to Explore' below for suggested areas for discussion.

Take care not to 'rubbish' suggestions from any learner/group yourself, but instead ask the class to reflect and comment on this (if this does not work, then ask the class to consider certain points – to make them realise themselves any deficiencies).

Stress that different strategies for dealing with bullying may be appropriate under different circumstances – there are no right answers. The best thing to do is to work through the situation, the suggested strategy, and what the results are likely to be.

It is helpful to take a few suggested strategies and to work through them with the class. Try one poor suggestion, one good suggestion and a couple of middle-of-the-road suggestions.

Future lessons will provide a wide range of strategies for dealing with bullying, but for this exercise, it is sufficient to start the learners thinking about strategies. Then, repeat the main principles given in 'Issues to Explore' below.

Clarify the definition of bullying using the background notes.

Ask the learners whether they know of anybody who has been bullied. Ask them to share their story with the class, making sure to draw out the impact of the bullying on the victim. If the learner relates a story about being bullied personally, try to make the class supportive. For example: 'I am sure your classmates would help you out, if this ever happened again – wouldn't you class?' Praise any positive suggestions of support.

Then ask the class for suggested strategies for dealing with the situation shared. Work through some of these with the class – what would be likely to happen if the suggestion action were taken? In this way, try to work towards improved suggestions.

Explain the school's bullying policy, if there is one.

Stress that some bullying is actually criminal, and can be reported to the police, for example:
  ➢ Assault: Hitting, punching or kicking
  ➢ Harassment: Continual name calling, making abusive phone calls, posting abuse on the internet or sending threatening text messages.

Explain about any school Conflict Resolution tribunal or other peer monitoring/mediation scheme.

Issues to Explore

See also the background information on bullying below.

See background information for reasons why people can be bullied. Make sure that a good selection of reasons is covered. If the learners do not give enough reasons, add some others. But add that the bully can often be jealous of the person they are bullying (e.g. because they are wealthier, cleverer, have more friends etc.).

When strategies are discussed, make sure that learners are aware of the main principles:
  ➢ **TELL, TELL, TELL**
  ➢ Practise what you want to say
  ➢ Keep a note or diary of what is happening
  ➢ Ask your parents to visit the school
  ➢ Talk over what to do with a friend, a educator, your mum or dad or someone you trust
  ➢ It is right to tell an adult that you are being bullied and to ask for their help. But you don't have to let them take over. You can discuss with them about what you would like to happen, and then make your own choice.
  ➢ If your school has a system of peer mediation: report your problem to your class monitor, a learner tribunal member or CR educator – they will be sympathetic and trained to deal with your problem.
  ➢ Don't give up

Background Information

Bullying is about one person (or a group) doing or saying things to have power over another person.

Bullying behaviour is repeated incidents involving:
- A bigger, stronger, better educated or more powerful child on a smaller or weaker child, or
- A group of children on a single child

Bullying can be broken into two categories: Direct bullying, and indirect bullying, which is also known as social aggression.

Direct bullying involves physical aggression such as hitting, punching or slapping, kicking, stabbing, choking, scratching, biting, hair pulling, tripping up, shoving and poking. It also includes stealing or damaging of belongings.

Social aggression or indirect bullying involved forcing the victim into social isolation. This isolation is achieved through a wide variety of techniques, including spreading gossip, leaving the learner out/refusing to socialise, bullying other people who wish to socialise with the learner, and criticising manner of dress and other socially-significant markers (including race, religion, disability etc).

Other more subtle forms of indirect bullying include verbal bullying, such as name calling (including racial, gender and sexuality slurs), ignoring or leaving out, arguing others into submission, manipulation, gossip, spreading rumours and lies, staring, giggling, laughing and mocking.

One of the fastest growing types of bullying is bullying over mobile/cell phones (particularly abusive SMS).

Norwegian Researcher, Dan Olweus, defines bullying as when a person is "*is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.*" He defines negative action as "*when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways.*"

Bullying in all its forms is unacceptable, and schools should have clear anti-bullying policies and strategies.

Why Do Some People Bully?

There are a lot of reasons why some people bully. Some may feel a strong need to control or dominate. They may see it as a way of making themselves look tough and in charge, or of being popular. Some do it to try and mask a deficit in social skills. Other bullies do it to get attention or things, or to make other people afraid of them. Others might be jealous of the person they are bullying, as envy and resentment are sometimes cited as reasons. They may have been bullied themselves (or are still being bullied).

Other risk factors identified include: quickness to anger and use of force, addiction to aggressive behaviours, mistaking others' actions as hostile, concern with preserving self image, and engaging in obsessive or rigid actions.

Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel. If aggressive behaviour is not challenged in childhood there is a danger that it will become habitual. There is research evidence to indicate that bullying during childhood puts children at risk of criminal behaviour and domestic violence in adulthood.

Why Are Some People Bullied?

Some learners are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps through the colour of their skin, the way they talk, their appearance, their size or their name. Sometimes young people are bullied because they look as though they won't stand up for themselves – bullies like easy targets.

Learners may be bullied because of:
- Weight

- ➢ Looks
- ➢ Colour of hair
- ➢ Their family
- ➢ Their schoolwork
- ➢ If they are popular
- ➢ If they work hard
- ➢ If they have a disability
- ➢ If they are a different religion, colour or culture
- ➢ If they wear spectacles or a hearing aid
- ➢ If they have dyslexia or dyspraxia
- ➢ If they've been off school due to illness

Learners are most often bullied during their first few years of primary school, and then again in the first few years of higher school, when they are feeling 'new' and vulnerable.

Girl Bullying

Girl bullies are often motivated by jealousy. Friendships can be volatile and a temporary falling out can quickly escalate. Sometimes the girl victim is a former friend, who is suddenly excluded from school and social events. Rumours and hurtful gossip can be spread and the victim is deliberately isolated, spending break on her own and having nobody to partner her in class.

Girls are more often bullied by groups.

If she's a teenager she may get abusive text messages including death threats or she might be called names. She may self harm and conceal the fact by being reluctant to change for games.

Boy Bullying

The victim is often quiet and inoffensive and lacking confidence. This may lead to him being called gay, particularly if he is also popular with girls. Younger boys tend to be targeted with violence in the playground, which is laughed off as horseplay while older ones can be targeted during games lessons when there is little supervision in the changing room.

Bullied boys often find themselves being ridiculed and made the butt of jokes. This can be particularly hurtful when their friends join in. Boys are often reluctant to report bullying, feeling that this to be a sign of weakness, and that they should be able to handle it themselves.

Boys are more often bullied by a single individual.

Effects

Some people think that bullying is part of growing up and a way for young people to learn to stand up for themselves. But bullying can have serious consequences. It makes young people feel lonely, unhappy and frightened. It makes them feel unsafe and think there must be something wrong with them. They lose confidence and may skip school to escape it.

The effects of bullying can be serious and even fatal. People who are bullied are at risk of stress related illness, which can sometimes lead to suicide.

Advice to Learners Being Bullied

Learners should be given the following advice.

If you are being bullied, you can do something about it. You can make a difference!

- ➢ **TELL, TELL, TELL**
- ➢ Practise what you want to say
- ➢ Keep a note or diary of what is happening
- ➢ Ask your parents to visit the school
- ➢ Talk over what to do with a friend, a educator, your mum or dad or someone you trust
- ➢ It is right to tell an adult that you are being bullied and to ask for their help. But you don't have to let them take over. You can discuss with them about what you would like to happen, and then make your own choice.
- ➢ If your school has a system of peer mediation: report your problem to your class monitor, a learner tribunal member or CR educator – they will be sympathetic and trained to deal with your problem.
- ➢ Don't give up

Involving bystanders is a very important aspect of tackling bullying because there are always people who know what is going on. Young people regularly report that they are not bullied but are afraid of being bullied because they've seen it happening to others.

1. What do bullies do? 	
2. What do bullies say? 	

3. Who do bullies pick on?	
4. What could you do if you or a friend were bullied?	

98

Human Happiness Volunteers

Objectives

To build awareness and compassion; creating a spirit of volunteering and service (and ultimately self-worth and happiness/well-being).

To give learners the opportunity to study the problems affecting members of their community, identifying any areas where action could be taken to improve their welfare and happiness. Then, to start a volunteer project or club to work in the community on an issue identified as a priority.

Age/level

8-12

Duration

Two lessons, plus club/project outside school lessons

Materials

Learner Worksheets - Our Community, Our Issues (as check lists to record issues)
Board or easel paper/marker

Procedure

Precede the lesson with five minutes of mindfulness mediation (or 'quiet time').

Ask the learners to think about their local community, and what sorts of human issues they may encounter around them.

List these, grouping them into main categories, such as:
  ➢ The Elderly
  ➢ The Poor
  ➢ The Sick/ill
  ➢ The Disabled
  ➢ The Lonely
Add others as needed, and adapt the Learners Worksheet accordingly.

If learners get stuck, prompt them with questions – for example: "and what about people who are sick, ill or dying?" or "what about the disabled and their struggle to live a full life?" or "what about the poor – what are their main problems?" etc.

Explain to the learners that what they will do next is to look into these issues in the local community, and see where there is an opportunity to carry out a project to help improve things for people in the community.

Ask the learners for ideas on which categories might provide the biggest opportunity to take action?
Discuss with the learners – see 'Issues to Explore' below.

Explain that you will look at this again, after the learners have investigated what is happening in each category in their community.

Arrange for learners to look into human problems around the community. Help and guide them in this task, or organise for parents or responsible adults (such as a school governor) to do this. Ask them to ask their family or

neighbours what they thinks are the most important issues that need to be addressed. Give each a Learners Worksheet for guidance and notes.

Then come back for another class session, where you can discuss the problems found, and what could be done in practice.

Finally, establish a volunteer club or project to help with this issue (and any others arising).

Issues to Explore

When discussing the issues, draw out the associated problems, but not in a negative way – more in the spirit of exploring ways in which the learners could help.

Useful approaches may include:
Monitoring – monitoring and recording is always a useful first step to any programme.
Advocacy – recording what is happening and approaching community and council leaders to ask them to take action.
Practical activities – such as – visiting a local old peoples' home or disability centre; or visiting old or disabled people in their homes (to provide help or read to them, if needed); helping needy people with their chores, especially any that they are unable to do by themselves; or working with school authorities to devise a school community project.
Education and awareness – many of the human problems, needs or loneliness encountered will be a result of lack of knowledge or awareness, which can be addressed by education and awareness initiatives. These could involve the production of: plays, posters, leaflets, newsletters etc.
A major question is how to spread awareness beyond the school, and into the local community.

Learner Worksheet
Our Community Our Issues

Category	Human Issues Note below issues which need action in your community, and suggested actions.
The Elderly 	* * *
The Poor 	* * *
The Sick/Ill 	* * *
The Disabled 	* * *

The Lonely

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Our Project:

& Why We Chose It:

Reaching Potential: Who Am I?

Objectives

To make learners critically reflect on who and what they are – one of the key questions in life. The aim is for learners to begin to discover what makes them special and unique – and to acknowledge their own particular skills and abilities.

Age/level

10 and above

Duration

Can be one lesson or two. It may take some time to introduce and explain, depending on learners' ages, experiences and abilities.
Homework, if appropriate. For example, a follow-up exercise asking learners to draw a cartoon making the very most of themselves as their animal type; or themselves using their good skills, abilities or characteristics (see below). Any depiction they like, using maximum imagination. But magnifying the parts they feel are most important (as cartoonists do when they make physical cartoons).

Materials

Blackboard or flip chart
Chalk or marker pen

Paper, pencil and safety pins

Procedure

<u>Part 1</u>

The first part of this lesson is a discussion and brainstorming exercise. Introduce this by making fun of the lesson theme: Who Am I?

Of course we all know who we are?!
Or do we?

What makes a person individual or unique?
Select some learners - call them by name and ask them what they think makes them who they are?
Pick out some good comments and highlight/reaffirm

Then brainstorm all the different things that make each of us who we are.
Write on the board and prompt (e.g.):
- ➢ Name
- ➢ Sex
- ➢ Body
- ➢ Mind
- ➢ Intelligence
- ➢ Wisdom
- ➢ Common sense
- ➢ Feelings/emotions
- ➢ Skills/talents
- ➢ Personality

As the class contribute ideas, just write each down at first. Acknowledge and repeat each contribution, to encourage the learners to give their ideas. Do not dismiss any suggestions.

At the end, draw the list to a close and discuss (taking the best suggestions!). For example:
Name: If we change our name, are we still ourselves?
Sex: If we change our sex, are we still ourselves? (What about the person who feels trapped in the body of another sex e.g. a man who feels he is a woman?).
Body: We can change our body through cosmetic surgery – but do we stay the same person?
Mind: We change our minds all the time – as we learn. But is Susan still Susan – however hard she studies and however much this makes her changes her opinions?
Intelligence: Is how intelligent we are part of us? Does it change throughout our lives?
Wisdom: This is different to intelligence – more about how we judge and how intuitive we are to situations and outcomes. Some people with limited knowledge can be wise (like the gurus of rural India). Can we change how wise we are? (Yes, by reflecting and through experience). Does this change who we are?
Common sense: This is a more practical form of wisdom. Does this make us who we are?
Feelings/emotions: Some feelings are automatic – like a pin prick. Do they affect who we are? What about our deeper emotions – for example, how we love our parents? But, if one day we hate our parents, are we still ourselves? Have we changed in any way?
Skills/talents: Jason may play the piano brilliantly, whereas Martin may write fantastic stories. Are these skills and talents part of who we are?
Personality: What about personality? Brenda may be always laughing and joking. Alicia may be quiet and hardly ever smile. Is this part of them? (Or maybe Alicia has reason to be sad and withdrawn?).

The idea is to make the learners think more deeply.
Discuss with the class what is important about who we are. Explore issues suggested below.
Encourage learner contributions, and build a supportive atmosphere in the class.

Part 2

Learners should be asked to reflect on important aspects that define them or make them special and unique. Then, they should write on a sheet of paper:
1. If they were an animal, what would they be?
2. What is their best characteristic?
3. What is their best skill or ability?
They should pin this on their front.
If in doubt, they can leave a blank to any question.

Then, they should ask a nearby learner to pin a blank sheet of paper on their backs.

Learners should then be encouraged to walk around the class, to read what other learners say about themselves, and to add to their backs any additional good skills, abilities or characteristics. Only positives are allowed!

Learners should make sure that every learner has at least three good things added to their back sheet.

When they meet another learner with the same animal written on their front, they should greet each other as that animal would do (e.g. roar like a lion, bark like a dog, chirp like a bird etc.)!

If some learners are being left out, encourage others to visit them.

After some time, call an end to the exercise and ask the learners to help each other to take off the sheet on their backs. Then, they should look at the suggestions.
➢ Are there any they disagree with?
➢ Are there any good skills, abilities or characteristics that they hadn't realised they had?

You could add a further exercise asking learners to draw a cartoon making the very most of their own animal type, skills, abilities or characteristics too! This would be suitable for homework, after the lesson itself.

Issues to Explore

Part 1

Do we really know who we are?

What should we do if we want to improve ourselves?
Which areas are most important to change?
Which are difficult to change?
Which should we not bother to change?!
Which should we value and use?

Do others sometimes misjudge us? Do they sometimes think we are somebody we are not (or different from the way we really are)? Why is this?

Part 2

What did it feel like to be greeted by an animal the same as us?
Do we often find friends that are like ourselves? Why?
Do we think enough about who we are, and what we are like?
Do we communicate this enough with our friends and co-learners?
Do we know our own skills, abilities and characteristics?
Do we try our best to use these well?
Do we sometimes act hard, rather than showing our best side?
Why are we sometimes afraid to be ourselves?

Background Information

"You were born with potential
You were born with goodness and trust
You were born with ideals and dreams
You were born with greatness
You were born with wings
You were not meant for crawling, so don't
You have wings
Learn to use them and fly"
Rumi

One important success of this programme would be the learners' discovery of their own potentials and path in life. People who follow a life path that uses their special skills, abilities and interests can find a genuine fulfilment and pleasure in life.

Part of the process of making learners feel valued and secure is based on discovering and affirming their own particular skills, talents and potentials. Involving other learners in this process helps to create an atmosphere of trust and mutual support, and will also help to develop the learners' feelings of self-worth.

Each learner will have a different and individual approach to these lessons, and for once they do not have to search for the 'right answer'. This may be a novel approach for some educators, but it is vital to the success of the lessons that every contribution is recognised, valued and accepted (although they can of course be probed and questioned – to increase critical thought processes).

Reaching Potential: What Shall I Be?

Objectives

To make learners critically reflect on their dreams and aspirations for the future. The aim is for learners to begin to discover their real life's path, and how important it is to use their human potential.

Age/level

11 and above

Duration

One lesson.
Homework, if appropriate. See suggestion below.

Materials

Blackboard or flip chart
Chalk or marker pen

Procedure

Open the discussion with some remarks setting the scene. For example:

This is probably the most important lesson you will ever take part in. Some might find it too difficult – or not be brave enough to be a part - and 'opt out'. But that would be their loss only.

Too many of us drift through life. We learn as much as we need to get our exams. We go into jobs suggested by our schools, our parents, or our friends. We look for a good salary, or security – whatever values we are told are important. We get married at some stage because it's expected of us. Then, we move on to have children. But why do so many of us end up unhappy and unfulfilled? Often it is not until people are about to die that they begin to ask the most important questions in life. Then it is most definitely too late!

If, for example, we were buying a new car, we would take much greater care. We would carefully read through the motoring press reviews, visit different garages, test drive different models, compare prices for ages and makes of car? Yet when the rest of our life is at stake, we do nothing similar? It is amazing?

Now start a brainstorming on the learners' dreams for the future. They should state them simply – in one word or a sentence at most. Use usual brainstorming techniques: encourage all contributions; do not dismiss any suggestions; and write all suggestions (briefly) on the board regardless of value/validity. React supportively to any and all suggestions.

At the end, draw the list to a close. Note how widespread the different dreams are, but pick out/identify some common themes.

Now create categories:
➢ Acquisition (Having)
➢ Distribution (Giving)
➢ Developing Yourself (Being)
➢ Relational (Social)

If there are too many contributions, note that as there are common themes in many of the contributions, you will pick some that are representative of main themes (so learners will not feel their contributions are overlooked). Then group under each category.

Ask the class to help when categorising some of the more difficult suggestions (where the category is less clear), and discuss if this adds value. When all important suggestions have been listed, examine the lists.

Discuss each category.
What is important in life?
Bring in the 'Issues to Explore' below.

It is possible to add the following **homework**:
Ask learners to jot down five of their most important skills and abilities. (Under heading: Skills)
Then, three important characteristics of their personality. (Under heading: Character)
Then to add three of the things they enjoy most in life. (Under heading: Enjoyment)
Then to reflect again on their dream for the future, and to briefly summarise this.
Was the dream different this time around and, if so, why?

Issues to Explore

  ➢ What is the real value of material possessions?
  ➢ Are wealthy people always happy? (Look at security concerns, large house/car and crime risk, battling to keep money flowing etc.)
  ➢ Can people be happy with less?
  ➢ What do people spend most of their adult life doing (usually working!)?
  ➢ What makes work fun?
  ➢ Why is work often hard, and working hours long?
  ➢ We spend most time with families and friends – what makes this fun, rather than boring or argumentative?
  ➢ What about fulfilment? What is fulfilment? Why is it important? (Making the most of yourself – so you develop what is best about you).
  ➢ Does it feel good to be able to give?
  ➢ How do you know what you should actually be doing with your life?
  ➢ How many of the dreams were based on happiness?
  ➢ What about using your own skills, abilities and personality? Remind them of how they enjoy doing things they are good at – at how horrible it is to have to struggle through things they are not good at!).

If any learner expresses doubts about being able to achieve what they would really like, question their self-doubts. Strongly assert that we can be anything we wish to be, if we have self-belief, and work hard towards our dreams.

The aim is to pull them out of the status quo, and to give them the freedom to aspire to more.

Most importantly, they should begin to think critically about their own lives, instead of being force-fed standard dreams (in a one-size-fits-all).

Superheroes

Objectives

To study superheroes in order to examine what makes them heroes. This is the fun first step towards examining greatness amongst humans.

This lesson should also help learners to:
- Understand that the motivation of superheroes begins with a vision of an ideal world, and compassion for others
- Recognise that even superheroes have weaknesses, and that all – including humans - have strengths that can make them great
- Appreciate some of their own strengths
- Begin the process of reflection upon the power of strong personal values and service for other humans

Age/level

9 and above

Duration

One lesson
Pre-lesson homework, if desired

Note: It is helpful to carry out this 'Superheroes' lesson before the lesson on 'Greatness', as this starts learners' thinking about heroes (and greatness) in a fun way. This helps to sensitise to the issue prior to the subsequent more serious reflection.

Materials

Class drawings of superheroes
Put these in a corner of the classroom reserved for 'Great Leaders'

For 'positives' game:
Paper
Safety Pins
Pens or pencils

Procedure

You can ask the class to draw their favourite superhero in advance of the lesson, if time allows. Before this, you should make it clear what you mean by a superhero, using the definition and a couple of examples from the background notes. They can also be asked to think about superheroes, and what makes them heroes.

In the class, look through the drawings and ask the class to comment on the following for some of the superheroes:
- Mission or calling (what is his or her role or motivation as a superhero)?
- Special powers or abilities?
- Alias or dual identity?
- Costume?
- Props or equipment?
- How did he or she obtain her superpowers?
- What are his or her weaknesses?

Optional: Positives Exercise

109

Pin a sheet of paper on the back of each learner.

Get each person (in their row, or on their desk) to write (briefly) a positive quality/trait on each persons back. Absolutely no negatives allowed! (Using a book under the paper will help with writing, and stop the person guessing).

After, ask learners whether any had a pleasant surprise and, if so, to tell the class.

Ask learners whether they fell they use their 'positives' enough?
And whether they feel they are appreciated when they do?
Is appreciation necessary? Do superheroes often have appreciation?

Issues to Explore

The things superheroes have in common.
Include some of the following: they-
  ➢ Work to end suffering, crime and evil
  ➢ Have right on their side
  ➢ Are often misunderstood
  ➢ Live their lives, and use their powers, to help others
  ➢ Do everything in their power to win against evil
  ➢ Win even the toughest opponents
  ➢ Have compassion for all living things
  ➢ Have aliases, and take no glory for the good they do

Why do they risk their own lives to help and save others?

They were given superpowers, but why didn't they choose to ignore them – not to use them, and to just have a 'normal' and easy life?

How difficult is it for superheroes to live a happy life with friends and family? Why?

Many superpowers are developed through hard times in the heroes' past. Great hardships and trials can lead to strength in humans too? Any examples?

Do superheroes have weaknesses? Do these stop them from being great?

Which superpowers would you most like to have? Why?

Why are superheroes great?

Could humans be superheroes?

Background Information

A superhero is a fictional character who is noted for feats of courage and nobility who usually possesses abilities beyond those of a normal human being. Many superheroes have a colourful and distinctive name and costume. A female superhero is sometimes called a super-heroine.

Since the 1938 debut of Superman, the character who inspired the term superhero, the stories of superheroes have dominated comic books and crossed over into several other media, including television and cinema.

Although superheroes widely vary, a number of characteristics have become associated with the typical superhero:

- Extraordinary power and abilities, relevant skills, and/or advanced equipment. Although superhero powers vary widely, superhuman strength, the ability to fly and enhancements of the five senses are all common. Some superheroes, such as Batman, possess no superpowers but have mastered skills such as martial arts and forensic sciences. Others have special equipment.
- A strong moral code, including a willingness to risk one's own safety in the service of good without expectation of reward. Such a code often includes a refusal to kill.
- A motivation, such as a sense of responsibility (e.g. Spider Man), a formal calling (e.g. Wonder Woman), a strong belief in justice and humanitarian service (e.g. Superman).
- A secret identity that protects the superhero's friends and family from becoming targets of his or her enemies. Most superheroes use a descriptive or metaphoric code name for their public deeds.
- A flamboyant and distinctive costume, often used to conceal the secret identity.
- An underlying motif or theme that affects the hero's name, costume, personal effects, and other aspects of his or her character (e.g., Batman resembles a large bat, calls his specialised automobile, which also looks bat-like, the 'Batmobile' and uses several devices given a 'bat' prefix).
- A trademark weapon, such as Wonder Woman's 'Lasso of Truth'.
- A supporting cast of recurring characters, including the hero's friends, co-workers and/or love interests, who may or may not know of the superhero's secret identity. Often the hero's personal relationships are complicated by this dual life, a common theme in Spider-Man and Superman stories in particular.
- A number of enemies that he/she fights repeatedly, including an archenemy who is more troubling than the others.
- Independent wealth (e.g., Batman or the X-Men's benefactor Professor X) or an occupation that allows for minimal supervision (e.g., Superman's civilian job as a reporter).
- A headquarters or base of operations, usually kept hidden from the general public (e.g., Superman's Fortress of Solitude, Batman's Batcave).
- An 'origin story' that explains the circumstances by which the character acquired his or her abilities as well as his or her motivation for becoming a superhero. Many origin stories involve tragic elements and/or freak accidents that result in the development of the hero's abilities.

Most superheroes usually work independently. However, there are also many superhero teams.

Examples of Superheroes

<u>Superman</u>

Superman was born on the Planet Krypton. When his father, Jor-El, realised that the Planet Krypton was doomed, he launched his son into space. Eventually he landed on a small blue-green planet called Earth.
The child was adopted by Smallville residents Jonathan and Martha Kent, and was named Clark. The boy grew to be quick and strong, as his Kryptonian cells were converting the Sun's energy into incredible superpowers.
After high school, Clark moved to Metropolis, where he works as a mild-mannered reporter on the Daily Planet. But whenever danger calls, he's only a quick-change away from saving the world … as Superman.

Alias: On Earth: Clark Kent. On Krypton: Kal-El
History: Came to Earth from the planet Krypton
Superpowers:
   *Faster than a speeding bullet
   * Superhuman strength
   * Leaps tall buildings in a single bound
   * X-ray vision
Equipment: Underpants (always worn on the outside)
Arch enemy: Lex Luther
Weakness: Exposure to Kryptonite saps his strength

Love interest: Lois Lane

Superman's strength lies in the fact that the gravity on Krypton was much greater than on Earth.

Batman

Batman originated as a comic fictional superhero in May 1939. He has since become, along with Superman and Spiderman, one of the world's most recognised superheroes. Batman's secret identity is Bruce Wayne, a billionaire industrialist, playboy, and philanthropist. Witnessing the murder of his parents as a child leads him to train himself to the peak of physical and intellectual perfection, putting on a bat-themed costume, and fighting crime. Unlike most superheroes, he does not possess superhuman powers or abilities; he makes use of intellect, detective skills, science and technology, wealth, physical prowess, and intimidation in his war on crime.

Wayne guards his secret identity well, as only a handful of individuals know of his superhero alter-ego, although several villains have also discovered his true identity over the years.

To the world at large, Bruce Wayne is seen as an irresponsible, superficial playboy who lives off his family's personal fortune (amassed when Bruce's family invested in Gotham real estate before the city was a bustling metropolis) and the profits of Wayne Enterprises, a major private technology firm that he inherits. Wayne is also known for his contributions to charity, notably through the Wayne Foundation, a charity devoted to helping the victims of crime and preventing people from becoming criminals. Bruce creates the playboy public persona to aid in throwing off suspicion of his secret identity.

Bruce Wayne creates Batman to strike fear into the hearts of Gotham's underworld. The costume — and the way he acts while wearing it — are meant to be as imposing and intimidating as possible. While Bruce Wayne is light-hearted and irresponsible, Batman is strong and driven. In addition to the change in costume and personality, Bruce Wayne also changes his voice significantly to become Batman. In keeping with the 'dark' theme of the comics and the nature of bats, Batman is usually presented as operating primarily at night.

Wonder-Woman

Born on Paradise Island, Diana Prince was blessed by ancient gods with the powers of strength and flight. One day, Captain Steve Trevor crash-landed on the island and Diana nursed him back to health.
When he returned to the United States, Diana went with him. Armed with the twin weapons of truth and the 'American way', Diana spends her life as a hospital nurse, tending those injured in the fight against evil.
But at the flick of her lasso, she is transformed into Wonder Woman, champion of women's issues – 'fighting for her rights in her satin tights'.

Alias: Birth name: Diana, Princess of Themyscira. In the USA: Diana Prince
History: Born on Paradise Island. Given special powers by ancient gods
Superpowers:
*Amazing strength and speed
*Able to fly
Equipment: Lie-detecting lasso, bullet-deflecting bracelets
Arch enemy: Ares, Circe and the Cheetah
Weakness: Rendered powerless if tied up with her own lasso
Love interest: Captain Steve Trevor
Catchprase: "Suffering Sappho!"

Spider-Man

Peter Parker was attending a high-school demonstration of radiation technology when a spider crept into the beam of radiation and bit Peter's hand. This gave him superhuman spider-like abilities.

In the original comic book, Peter's new talents inspired him to invent his trusty webslingers, small jets attached to his wrists that fire a special polymer that hardens on contact with air.

Peter Parker lives with his Aunt May and works as a photographer for the Daily Bugle. But as Spider-Man, he fights evil in the dangerous, crime-ridden streets of New York.

Alias: Peter Parker
History: Bitten by a radioactive spider
Superpowers:
    * Superhuman strength and reflexes
    * Can stick to most surfaces
    * Intuitive sense for danger
    * Able to shoot and spin webs
Equipment: Trusty webslingers
Arch enemies: The Green Goblin and Doctor Octopus
Weakness: Vulnerable to conventional weapons
Love interest: Mary-Jane Watson
Catchphrase: "Whoops ... Spidey senses tingling!"

Spider-Man can stick to almost any surface. Many spiders do this by secreting a little bit of sticky silk onto their feet as they move across the surface, anchoring their feet in place. Others have millions of specially shaped, microscopic hairs on their legs that slip into all the nooks and crannies of a ceiling or window. This helps them to stay secure, like a climber using the tiny cracks in a rock face to reach the top of a mountain.

This also explains why you find spiders in the bath - they can't get a grip on the smooth surface to climb out.

Anyone who has ever walked into a spider's web knows that the silk is deceptively strong, despite its gossamer appearance. Dragline silk, which spiders use to crawl down from ceiling to floor, is the strongest of all. Weight for weight it is actually stronger than steel, holding over 280,000,000kg per square metre without breaking.

At times of stress, humans are sometimes able to perform great feats of strength. This may be caused by the release of certain hormones into the body, such as adrenaline or testosterone. They can increase blood flow around the body, boosting the levels of oxygen and fuel available to muscles.

Over longer periods of time, they can increase muscle bulk. Other chemicals called endorphins can mask the pain that over-stretching muscles can cause, allowing you to push your body beyond its natural limits.

Athletes sometimes use such chemicals to improve their performance. However, they can have extreme side-effects, such as weight gain, depression, and bouts of uncontrollable aggression.

Greatness

Objectives

To study and analyse great leaders, in order to assess common qualities and traits.

This lesson should help learners to:
- ➢ Recognise that power and greatness do not depend on physical strength, but on vision, compassion and equity, and on service
- ➢ Begin the process of reflection upon the power of personal ethics, beliefs and values
- ➢ Begin to recognise their own potential for greatness

Age/level

Over 11 and above

Duration

One lesson.
Homework, if appropriate.

Note: It is helpful to carry out the 'Superheroes' lesson before this one, as this starts learners' thinking about heroes (and greatness) in a fun way. This helps to sensitise to the issue prior to this more serious reflection.

Materials

Pictures and articles about the great leaders chosen.
Alternatively, a collection of the sayings of the chosen leaders, displayed in a corner of the classroom.
Blackboard or flip chart
Chalk or marker pen

Procedure

Select the leaders who are most well-known or appropriate for your own country. For example, select from the following, or add your own (and amend the worksheet accordingly):
- ➢ Mahatma Gandhi
- ➢ Martin-Luther King
- ➢ Nelson Mandela
- ➢ The Dalai Lama

Look at their lives. Ask the class to contribute what they know about each. Then fill in some additional details.

You can give the below worksheet as homework before the lesson, to allow more time for discussion in the lesson itself.

Subjects to examine include:
- ➢ The things they have in common?
- ➢ What made them great?
- ➢ Other great leaders?
- ➢ Which leader(s) inspired the learners, and why?

Examine their strengths – and their weaknesses.
Make the point that even great men have weaknesses. For example, each of these men neglected their families at the expense of their mission (Gandhi forced his wife to take part in his mission, Mandela was placed in prison, leaving his family for the cause, and Martin Luther King placed himself at physical risk through his cause, ending in his death). Martin Luther King was even said to have been a womaniser!

114

Great men know and acknowledge their own weaknesses. They strengthen and use their strengths, and improve or compensate for their weaknesses. Often our weaknesses are the 'other side of the coin' of our strengths. For example, the way in which these men worked tirelessly to follow their own vision made them great – but it also brought their families worry and sadness…

"I look only to the good qualities of men. Not being faultless myself, I won't presume to probe into the faults of others."
Gandhi

Issues to Explore

> **The things they have in common?**

Prepare from the background notes, and help the learners to cover all important points.

Make sure the following are all covered:
> Vision or dream
> They pursued social equity and an end to discrimination
> They had right on their side
> They had faith that they would win, and were tenacious
> They had wisdom and insight
> They understood their opponents
> They saw the good in all
> They had compassion and humility
> They gave their lives for their cause (servant leaders)

Prompt learners, when they need help e.g.
'Martin Luther-King's speech 'I have a dream' showed he had a vision of a perfect future that he was working for. Was the same true of Gandhi and Mandela?' 'What were their visions? What about the Dalai Lama?'

> **What made them great?**

Discuss that these are the same things as they had in common (see above).

They are the very things that made them great.
All adopted non-violent methods.

Do we all have the potential to be great?

Do you have to be an intellectual to be great?
Some of greatest people were simple and straightforward.

'Common folk, not statesmen, nor generals nor great men of affairs, but just simple plain men and women, can do something to build a better, peaceful world. The future hope of peace lies with such personal … service.'
Henry Cadbury accepting the Nobel Peace Prize

'Some believe there is nothing one man or one woman can do against the enormous army of the world's ills - against misery, against ignorance, or injustice and violence. Yet many of the world's great movements, of thought and action, have flowed from the work of a single person.'
- R.F. Kennedy

> **Other great leaders?**

Discuss any suggestions.

If warlike leaders or dictators are suggested, discuss that difference in that the chosen leaders followed the path on non-violence. Stress that violence and oppression are the easier options. Non-violence needs real strength. Discuss the futility of oppression – possibly using Apartheid as an example. Right and equity will always win through, suppression is not enduring.

Ban Ki Moon could be used as an example, if learners do not contribute. He provides moral world leadership at the United Nations, as Secretary General. Also, he does not give in to national vested interests, but maintains his own values and opinions, and keeps global interests in the forefront.

> ➢ **Which inspired the learners, and why?**

Discuss the learners' choices with them.
Use this opportunity to repeat and recall key messages.
Finish off by stressing that each one of the learners has the potential to be great.
Write out, or read some of the following quotes.

'The greatest danger for most of us is not that our aim is too high and we miss it but that our aim is too low and we reach it.'
Anon

Mandela's own inaugural address in 1994:
"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light not our darkness that frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We were born to manifest the glory of God within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

What matters most here is that every human being is someone special with a special obligation to fulfil every potential that can possibly be mastered.

"Be the change you want to see in the world." - Gandhi

116

Learner Worksheet
Greatness

Read the background below about great leaders:
- ➤ Mahatma Gandhi
- ➤ Martin-Luther King
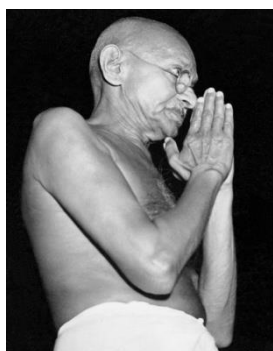- ➤ Nelson Mandela
- ➤ The Dalai Lama

Collect any further information you can about each.

Think about the following before the lesson, and write out your answers to prepare:
- ➤ The things they have in common?
- ➤ What made them great?
- ➤ What other great leaders do you know?
- ➤ Which great leader has inspired you the most, and why?

Mahatma Gandhi
(October 1869-January 1948)

Gandhi was a major political and spiritual leader of the Indian Independence movement. He was the pioneer of non-violent disobedience, which became one of the strongest philosophies of freedom struggles worldwide.

Mohandas Karamchand Gandhi was known to his many followers as Mahatma, or 'Great Soul'. He began his activism as an Indian immigrant in South Africa in the early 1900s, and in the years following World War I became the leading figure in India's struggle to gain independence from Great Britain. Known for his ascetic lifestyle - he often dressed only in a loincloth and shawl -and devout Hindu faith, Gandhi was imprisoned several times during his pursuit of non-cooperation, and undertook a number of hunger strikes to protest the oppression of India's poorest classes, among other injustices. After Partition in 1947, he continued to work toward peace between Hindus and Muslims. Gandhi was shot to death in Delhi in January 1948 by a Hindu fundamentalist.

Gandhi – a remarkable man – led India to defeat the mighty British Empire and free a nation of 350 million people. His goal was freedom for India. His strategy was peace. His weapon was his humanity.

Gandhi remained committed to non-violence and truth even in the most extreme situations. Gandhi was a student of Hindu philosophy and lived simply, organising an ashram (commune) that was self-sufficient in its needs. He made his own clothes and lived on a simple vegetarian diet. He used rigorous fasts for self-purification as well as a means of protest.

Gandhi not only cared for the plight of people. He also had strong feelings for nature and animals, whose plight deeply moved him. As would be expected from such an evolved and spiritual human, he was aware of the universal connections between nature, animals and humans and fought for fairness, justice and respect for the earth and all its inhabitants. His famous sayings included the following:
"The good man is the friend of all living things."
"The greatness of a nation can be judged by the way its animals are treated."

Gandhi's teachings have inspired civil rights leaders such as Dr. Martin Luther King, Nelson Mandela and Aung San Suu Kyi (who lead the Burmese freedom struggle). Gandhi is honoured as the Father of the Nation in India. His birthday on October 2nd is now annually commemorated as World Farmed Animal Day (and World Animal Day in that week).
http://www.history.com/topics/mahatma-gandhi

Martin Luther King Jr.
(January 1929 - April 1968)
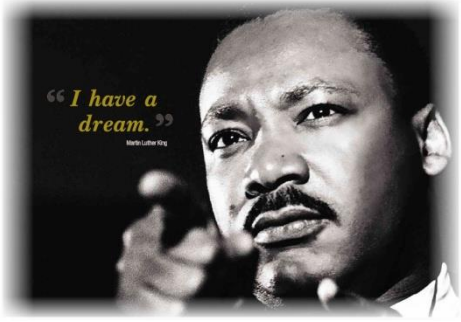
Martin Luther King was an American clergyman (Baptist minister), one of the principal leaders of the American civil rights movement and a prominent advocate of non-violent resistance to racial oppression.

He played a key role in the American civil rights movement from the mid-1950s until his assassination in 1968. Inspired by advocates of nonviolence such as Mahatma Gandhi, King sought equality for African Americans, the economically disadvantaged and victims of injustice through peaceful protest. He was the driving force behind watershed events such as the Montgomery Bus Boycott and the March on Washington, which helped bring about such landmark legislation as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

King's studies (at Crozer and Boston) led him to explore the works of the Indian nationalist Mohandas K. Gandhi, whose ideas became his main instrument of social protest and the core of his own philosophy of non-violent protest after a visit to India in 1959.

He led the historic March on Washington, August 28, 1963, where he delivered his famous 'I Have a Dream' speech.

An excerpt of the 'I Have a Dream' speech explains some of its impact:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed; we hold these truths to be self-evident that all men are created equal.
I have a dream,
that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
I have a dream,
that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
I have a dream,
that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
I have a dream today!
I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!"

King was awarded the Nobel Peace Prize in 1964 and is remembered each year on Martin Luther King Jr. Day, a U.S. federal holiday since 1986.

http://www.history.com/topics/black-history/martin-luther-king-jr

Nelson Mandela
(July 1918 – December 2013)

The South African activist and former president Nelson Mandela (1918-2013) helped bring an end to apartheid and has been a global advocate for human rights. A member of the African National Congress (ANC) party beginning in the 1940s, he was a leader of both peaceful protests and armed resistance against the white minority's oppressive regime in a racially divided South Africa. His actions landed him in prison for nearly three decades and made him the face of the anti-apartheid movement both within his country and internationally. Released in 1990, he participated in the eradication of apartheid and in 1994 became the first black president of South Africa, forming a multiethnic government to oversee the country's transition. After retiring from politics in 1999, he remained a devoted champion for peace and social justice in his own nation and around the world, until his death in 2013 at the age of 95.

Mandela, like Martin Luther King, visited India and studied Gandhi's tactics and methods. His personality became more in the image of Gandhi, as he marched further along the non-violent route from social justice to freedom and democracy.
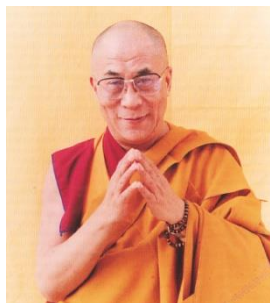
Mandela's words, "The struggle is my life", are proven by his life. He has sacrificed his private life and his youth for his people, and remains South Africa's best known and loved hero.

Nelson Mandela shared the Nobel Prize for Peace in 1993 with the then South African President, F W de Klerk.

http://www.history.com/topics/nelson-mandela

The Dalai Lama
(July 1935 -)

His Holiness the 14th Dalai Lama, Tenzin Gyatso, describes himself as a simple Buddhist monk. He is the spiritual leader of Tibet. He was born to a farming family, in a small hamlet located in Taktser, Amdo, northeastern Tibet. At the very young age of two, the child who was named Lhamo Dhondup at that time, was recognised as the reincarnation of the previous 13th Dalai Lama, Thubten Gyatso.

The Dalai Lamas are believed to be manifestations of Avalokiteshvara or Chenrezig, the Bodhisattva of Compassion and the patron saint of Tibet. Bodhisattvas are believed to be enlightened beings who have postponed their own nirvana and chosen to take rebirth in order to serve humanity.

At age 15, the Dalai Lama assumed political power of Tibet. The People's Republic of China invaded that same year. Fearing assassination, he and thousands of followers fled to Dharamsala in northern India, where they established an alternative government in exile. Since then, the Dalai Lama has taken numerous actions in the hope of establishing an autonomous Tibetan state within the People's Republic of China. However, the Chinese government has shown no signs of moving toward peace and reconciliation with Tibet. In the search for peace, the Dalai Lama abandoned his demand for Tibetan independence and called for a true self-governing Tibet, with China in charge of defence and foreign affairs. China rejected the offer.

The Dalai Lama has written numerous books and conducted hundreds of conferences, lectures and workshops at major universities and institutions throughout the world as part of his humanitarian efforts, discussing engaging in wisdom, compassion and, more recently, environmental sustainability.

The Dalai Lama was the recipient of the 1989 Nobel Prize for Peace.

He has consistently advocated policies of non-violence, even in the face of extreme aggression. He also became the first Nobel Laureate to be recognised for his concern for global environmental problems. He is the essence of kindness, tolerance, respect and humility.

http://www.history.com/this-day-in-history/dalai-lama-wins-peace-prize

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http://www.createpeaceproject.org/current-projects/the-singing-tree-project/

121