

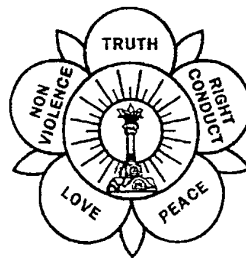
To Teach, Not to Punish



A Practical Human Values Approach to Discipline

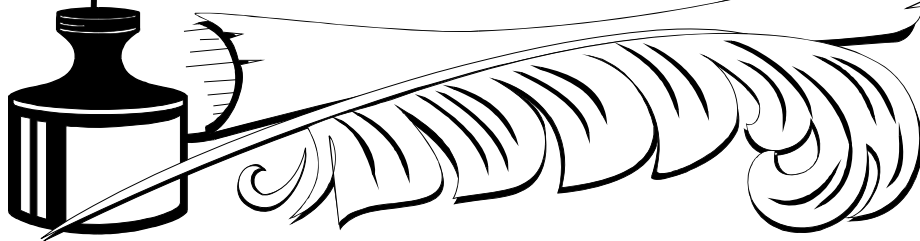
by

Margaret Taplin
&
Anita Devi



Sathya Sai Education in Human Values

*To All Great Teachers,
Past, Present & Future*



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About the Authors



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Margaret began her career as a primary school teacher in Tasmania, Australia and subsequently completed a PhD in mathematics education at the University of Tasmania. She has spent almost 20 years as a teacher educator and educational researcher in Australia and Hong Kong. She received national awards in Australia for her research on mathematical problem solving and was co-author of *Mathematics for Children*, one of the recent best-selling mathematics education textbooks in Australia. In the past decade, as she has become increasingly aware of the need to develop inner peace and love in the individual, she has developed a growing interest in education in human values. She has authored numerous publications about integrating values education into mainstream teaching, including a book titled *Education in Human Values Through Mathematics: Mathematics Through Education in Human Values*. In addition, she has authored books and publications addressing the human need for peace, including *Freedom from Loneliness* (with Monika Zechetmayr) and *Place of Tides: Nature's Visualisations for Healing* (with Vics Magsasay). She has travelled widely to study education in human values programmes in Thailand, India, Zambia and Australia. Her particular interest is in nurturing teachers to reflect on their own personal values so that they can become more empowered and empowering in their professional and broader lives. Currently she divides her time between Australia, Hong Kong, Mainland China and India, where she is engaged in voluntary teacher-development projects relating to various aspects of education in human values.

ANITA DEVI

Anita completed her BSc (Hons.) in Psychology at Guildhall University in London and then went on to work in the media. As Commissioning Editor for a major publishing house in London, she worked on a number of international technical and business titles for various legal and government agencies. Simultaneously, Anita supported young people's personal/spiritual development across Europe by setting up a youth

editorial page in a weekly paper. To mark the 50th Anniversary of Indian Independence, Anita teamed up with Anita Desai and other famous writers to publish a book entitled "Odyssey".

Anita went on set up her own group of companies, including PR and marketing, website development and IT consultancy. The Group had a wide portfolio of clients including local government authorities, community radio applications, national telecommunications companies and travel agents. A human values approach to business was very much at the heart of the companies' activities. The companies used their assets to support education for refugee women in North London.

In a voluntary capacity, Anita had been teaching human values education to children for more than twenty years. It was because of her passion for education and her dream for a peaceful world that she changed her career and went full time into teaching. Anita completed her Montessori training at TIME College in London. She then trained as a mainstream secondary mathematics and primary teacher through Hertfordshire University. Coming from a management background, Anita developed her leadership skills in education and undertook responsibility for ICT development and assessment. One of her other keen areas for development is parent-partnership programmes.

Over the years Anita has travelled widely to explore different approaches to education. To date she has completed three government-sponsored visits to Zambia, Australia and India. She has also delivered academic papers on human values education to various universities in Europe. In 2001 she was awarded a Best Practise Scholarship by the United Kingdom Department for Education and Skills to test the impact of silent sitting on mathematics attainment. Her grant was extended a year later to organise a dissemination conference for teachers and she is now co-jointly working on an international review of this technique. In November 2002, Anita received distinction for her Advanced Diploma thesis by the African Institute of Sathya Sai Education (TAISSE).

Anita is currently working in Milton Keynes as Senior Teacher and SENCO. She is also team leader in a project to set up a Human Values Academy for disadvantaged children.

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Foreword



The idea for this book arose during a long train journey from London to the north of England. We were discussing our concerns about the feedback from many teachers with whom we had worked in different countries regarding the difficulty of reacting to children's misdemeanours. These difficulties often arise because we have to react on the spur of the moment without having a chance to think of the most appropriate way to respond, so as to create a "win-win" situation for all parties concerned. We decided it would be useful to provide teachers with a list of some tried-and-tested responses that they can draw on for a variety of misdemeanours, and before the end of the journey we had made a start at compiling such a list. Since then, our conversations with many teachers around the world have confirmed our own experience that, even though every discipline case is different, it is indeed very useful to have a resource of suggested actions and appropriate things to say that can be drawn on at those times when it is necessary to respond under pressure.

We have attempted to suggest responses that are in keeping with the title "To Teach, Not to Punish" and in doing so we have drawn on the philosophies of the Sathya Sai Education in Human Values model. In particular, we have suggested some "key vocabulary" that can be used in explaining to the child the purpose of the corrective exercise and, where it adds to the value of the process, we have suggested strategies for involving parents/carers. We hope that this will be a useful resource for teachers and that it can be used as a starting point to encourage other teachers to share their ideas and strategies.

If teachers would like to send any of their own ideas and strategies for us to use in teacher training workshops and/or other publications please write to teach.love@virgin.net. Naturally all contributions will be acknowledged.

Margaret Taplin & Anita Devi
February, 2004

Introduction



There is undoubtedly growing pressure for all teachers at all levels to become teachers of values, through modelling, discussing and critiquing values-related issues (Noddings, 1991; 1995a; 1995b; 1995c; Jennings and Nelson, 1996; Lockwood, 1993). Education can no longer be concerned solely with academic achievement because even this is not possible if children do not know how to care for others and be cared for by others (Noddings, 1995c). In fact, while the survival of society is dependent upon people who are literate, numerate and able to cope with solving the problems of day-to-day life:

our society does not need to make its children first in the world in mathematics and science. It needs to care for its children – to reduce violence, to respect honest work of every kind, to reward excellence at every level, to ensure a place for every child and emerging adult in the economic and social world, to produce people who can care competently for their own families and contribute effectively to their communities (Noddings, 1995a, p.365).

With breakdowns in traditional family structures, it is no longer the case that commonly accepted values are passed from one generation to the next (Carr, 1997). Therefore, the responsibility is falling more and more on schools to fulfil this role - and yet it continues to be difficult for them to do so, particularly with increasing pressures to achieve high test scores even in primary schools (Noddings, 1995a). Central to this discussion is the issue of discipline and the need for teachers to permeate their dialogue with children with love and understanding.

Anthony is in his first year of secondary school. Recently during an Art lesson he repeatedly called out and interrupted the teacher, Ms. White. Finally, in desperation, Ms. White (probably

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foolishly!) said, “Anthony, what IS the problem? Do you like my lesson or not?” Anthony, who believes in honesty but is not necessarily well-endowed with tact, replied, “I think it is boring”. After the class, Anthony was called to the discipline master and was told that he was expected to write a letter of apology to Ms. White. The letter was duly written. Anthony’s mother, a teacher educator, read it and to her it was clear that Anthony had merely gone through the motions of apologising. The letter was very perfunctory and after talking further with him she found that he had a strong sense that some injustice had been done to him and that he was not really sorry anyway because he thought he had told the truth.

In this case, it was quite clear that the punishment was not going to have any beneficial effects on Anthony because he felt that what he had said was justified and therefore he merely went through the motions of writing the letter of apology without having reflected on his misdemeanour, and probably without any intention of changing his ways as a result of it.

Anthony’s mother spoke with him at length about the incident that had occurred in his Art class. They discussed the reasons why he had been interrupting in class (because he felt that he had something important to say), why he replied that the lesson was boring (because he wanted to speak the truth and had not really thought about the consequence that his blunt words could be hurtful), and why his letter was not a true reflection of his feelings when he really did not feel sorry about the situation. After a great deal of discussion and negotiation, Anthony wrote another letter. In this one he apologised not for his actions but for not having thought enough about the consequences of what he said and the fact that he had hurt Ms. White’s feelings. He talked about the aspects of her classes that he appreciated and explained frankly his reasons for having interrupted in the first place. He also outlined some alternative ways in which he could have behaved that would have enabled him to express his feelings truthfully but not hurtfully.

Beliefs about discipline

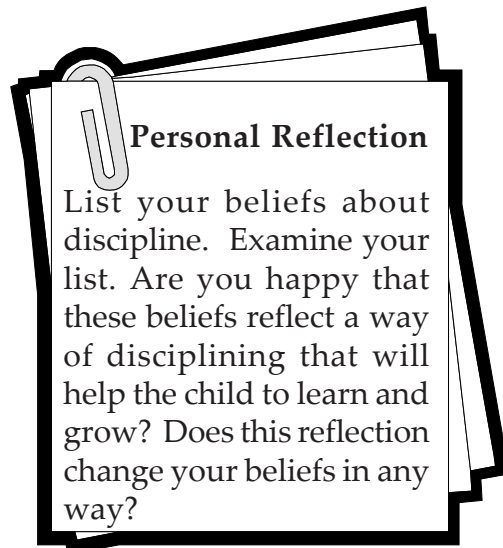
People have different beliefs about how they discipline. This is what one teacher, Shirley, had to say:

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I always let the kids at school know who is the boss from the very first day. All I have to do is shout at them and they listen. I believe that works fine most of the time.

I do notice that it is never clear whether they understand me or not because they don't seem that eager to put their hands up and ask questions. Maybe I threaten them too much, but I believe children should be seen and not heard. My own kids at home never do what I ask them to do, no matter how much I groan and complain. Maybe I need to do more about the way I talk to them, but I just don't know what I need to change or how to do it. I've been doing it this way for so long. (Taken from *Talking with Kids*, Alison Mulvaney, 1998)

Often we give pupils punishments such as the one Ms. White gave Anthony or others that are similar – leave the room to think about what they have done, write lines that state, “I must not”, or spend time in detention. As in the case of Anthony, to what extent does this kind of punishment really have the desired effect of making any long-term contribution to the pupil's character development, when it is not truly addressing the real issues underlying the misdemeanour?



As Alderman (2001) has suggested, it is important that disciplinary measures encourage the pupils to focus on the desired behaviours rather than the problem behaviours. He suggests that discipline is more effective if it selectively targets specific behaviours rather than trying to be too general. Ms. White was trying to correct

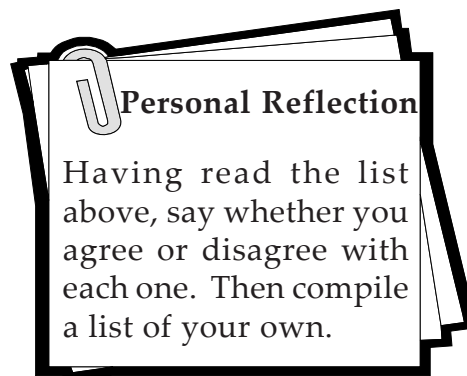
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Anthony's behaviour of interrupting in class but in doing so inadvertently uncovered another behavioural problem, and then gave a punishment that did not really encourage Anthony to reflect on either of the desired behaviours. In going through this exercise with his mother, Anthony was able to turn his punishment from a not-very-effective token effort to an honest but constructive reflection on the incident. Anthony was lucky that his mother created an opportunity to reflect on the desired changes in his behaviour, and the consequences and effects of his actions on others, and hence created the opportunity to enhance Anthony's character development.

Beliefs about children and discipline

What are your beliefs about children? Mulvaney (1998) lists the following beliefs about children in general:

- ◆ Children are a joy
- ◆ Children should be seen not heard
- ◆ Boys will be boys
- ◆ Little girls should be little ladies
- ◆ Children should do as they are told
- ◆ Children should respect their elders
- ◆ Children should be loved and respected for who they are
- ◆ Children will always push you to the limit
- ◆ Always keep children under control



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Expectations and beliefs play a key role in helping children use discipline as a means to grow. A secondary teacher once shared the following practice and its related outcome:

When a child entered my class with a red report card, I would always fill it in at the beginning of the lesson and hand it back to the child immediately. Typically it would encompass the following statement:

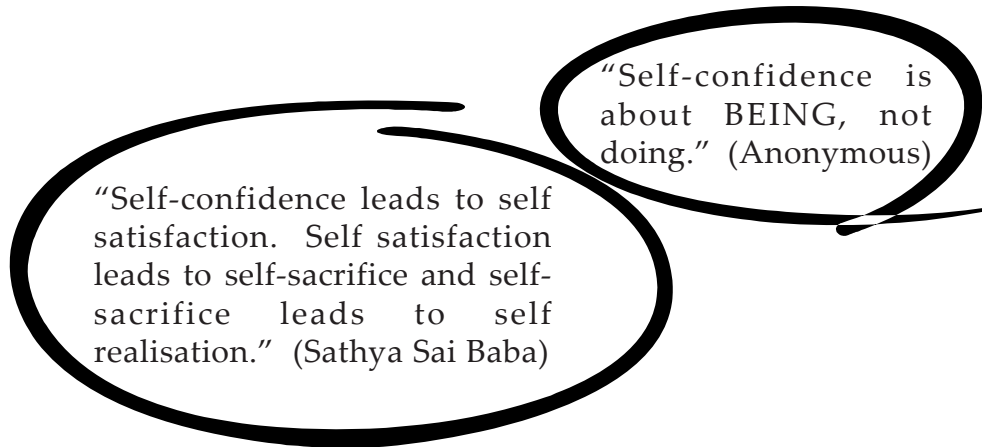
“XXX was an exemplary student in my class today and participated well in all aspects of the lesson.”

At first students found this very strange, because the lesson had just begun. How did I know they would behave well? However, the expectation had been stated and true to the letter, nine times out of ten, students fulfilled my expectations.

What this teacher and Anthony’s mother had in common was that both were concerned not with the short-term effects of punishing for misdemeanours, but rather with using the incidents to develop the pupils’ character. In this book we propose similar strategies that can be used in various situations. We call it the “human values” approach to discipline because it is concerned with helping pupils to develop understanding of their own values systems.

This book explores and provides a practical tool for teachers to help address the issue of discipline. In particular, it proposes strategies that will correct behaviour through reaching to the pupils’ core values. These strategies are based on the five human values and the methodologies of the Sathya Sai Education in Human Values (SSEHV) model. The aim is not necessarily to provide answers but to provoke thought through the examples given. The human values approach to discipline enables and empowers children to shift with confidence from imposed discipline to self-discipline, thus making them more independent and confident.

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Barbara Milicevic, in her book *Your Spiritual Child*, suggests the following checklist of disciplinary principles that enable adults and children to establish a relationship of mutual respect and co-operation (pp.53-55):

1. Before disciplining, first get clear within yourself what kind of behaviour you expect.
2. Why are you disciplining? Are you flying off the handle because of a stress situation that's eating at you? Then your disciplining techniques will be inconsistent. Your child could turn into a confused and angry teenager.
3. Be firm, not harsh, in what you expect. There is a difference! Follow through on punishment procedures.
4. Clearly communicate at a neutral time, what you expect from your child. ... don't use vague, abstract terms such as "Be good". Get her eye contact and say, "I want you to stay in your seat, keep your voice low,...."
5. Feed your child continuous praise regarding her self-worth, her intelligence, her kindness to others. Tell her how you love it when she listens to you, and how you know she'll always be guided and protected. The more energy you pour into this phase of disciplining, the less punishment you'll have to administer.

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6. Although there should be no need for physical violence in punishing a child, once in a while a child will push and push above and beyond passive disciplinary measures. "Time out" alone in a quiet area for a few moments can work wonders. When the child comes out, don't refer to the past violation. Act as though it never happened. Then praise the first good thing she does.
7. Excessive use of "quiet time" or "time out" neutralises its effectiveness. Use it sparingly or you'll have a belligerent child on your hands who has little respect for you or herself.
8. This is important. Watch your own conduct. Your ethics must be above reproach. If you expect your child to behave gracefully, you behave gracefully.
9. Talk about the importance of co-operation. We have to give in sometimes, bend like a willow tree or break in the storm. Cultivate a love for all humanity in your child, and "bending" will become easier for her.

Before looking at the Sathya Sai EHV model it would be useful to reflect on the following:

- √ Which teachers inspired you the most at school and why?
- √ What did they do which was different?

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Behaviourist theories are concerned with modifying the behaviour of children through using appropriate stimuli and responses. The SSEHV approach to discipline is beyond behaviour modification, it is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values that are inherent there. Behaviour modification is seen as only a first step towards this next level, which is bringing out what is in their inner world. In other words, it is a progression from outer measures to inner strength.

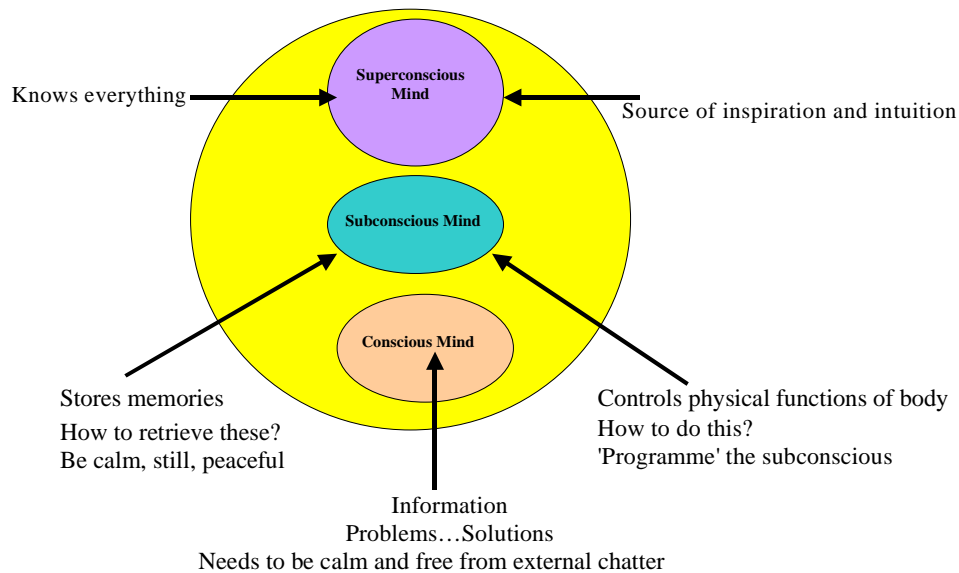
The essence of the Sathya Sai EHV model has been described by Jumsai (1997). Jumsai's summary is shown in Figure 1. This diagram represents the human being (large circle) and the three levels of the mind: the conscious, the sub-conscious and the super-conscious. Through the five senses, the conscious mind receives and processes information from the environment in order to create awareness and understanding. The sub-conscious stores the memories of everything that we have experienced and feeds these memories to the conscious mind to control the individual's thoughts and actions, and even to colour our perceptions of events that happen around us. The super-conscious mind is the source of our wisdom, knowledge, conscience and higher consciousness. In a holistically-balanced person, these three levels of the mind interact together to contribute to the individual's physical, mental, emotional and spiritual well-being.

Jumsai proposes that there are two important ingredients for this healthy interaction to occur. The first is to free the three levels of the mind from extraneous 'chatter', to enable enhanced concentration and memory. The second is to ensure that the information that is stored in the various levels of the mind is 'clean', positive and constructive, since its retrieval will have such

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a significant effect on the individual's thoughts and actions, which in turn contribute to the presence or absence of holistic well-being.

Figure 1:
Dimensions of the human being (adapted from Jumsai, 1997)



The Sathya Sai EHV model is a simple but effective means of ensuring that:

- ◆ Children become more aware of the capacity and power of their minds by removing extraneous chatter.
- ◆ Information that is presented to children in the form of knowledge is pure and clean and contributes to the total development of the child.

While Sathya Sai EHV utilises a wide range of methodologies for drawing out that which is within the child, there are certain techniques that are particularly effective in contributing to these two ingredients. *Silent sitting* is a technique for silencing the mind's extraneous 'chatter' to improve concentration and

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problem solving. Pupils are encouraged to sit quietly and allow their minds to relax for a few minutes, particularly at the beginning of a lesson, to make them feel more focused and peaceful. Often soft, relaxing music is played for them during this time. One particularly effective method of silent sitting that is a unique feature of Sathya Sai EHV is to invite pupils to visualise the effects of a pure, cleansing light burning out their negative thoughts and actions and leaving only room for the positive. The light is symbolic of purity, warmth and growth (Jumsai, 1997). The use of *quotations* and *prayers* (which might be specific to a particular religion or general, depending on the school context) is considered to be important because of the belief that children's values can be influenced by regular exposure to positive statements. Teachers are encouraged to utilise opportunities to tell *stories and anecdotes* about famous people, heroes and ordinary people who have demonstrated the kinds of values with which we are concerned. By regular exposure to stories of such people, the pupils will come to value the good qualities described and to use them as a framework to draw on when the need arises. *Music and song* are also valuable ways of promoting inner peace and emphasising positive values. Because young people are currently exposed to many songs that emphasise negative values, there is a need to counter-balance this by the use of music and songs that promote positive feelings and celebrate healthy values. Another effective means is the use of *group work* which allows for the development of unity, co-operation, mutual regard and creative conflict resolution that are essential if people are going to be able to live together in peace and harmony.

Sathya Sai EHV promotes five universal, secular human values: truth, right conduct, peace, love and non-violence. Truth encompasses values such as accuracy, curiosity, discrimination, honesty, human understanding, integrity, self-reflection, and sincerity. Right conduct refers to values such as courage, dependability, determination, efficiency, endurance, healthy living, independence, initiative, and perseverance. Peace includes calmness, concentration, contentment, equanimity, optimism, self-acceptance, self-discipline, self-esteem, and balance of nature and technology. Non-violence refers to values

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such as benevolence, co-operation, concern for ecological balance, respect for diversity, respect for life, respect for property, and unity. Love incorporates compassion, consideration, forgiveness, humaneness, interdependence, selflessness, and tolerance. Love is in fact considered to be the *basis of character* and encompasses all of the other values: *love in thought is truth, love in feeling is peace, love in understanding is non-violence, and love in action is right action [right conduct]* (Sathya Sai Baba, quoted in Jumsai, 1997, p.103).

Table 1:
Examples of modes of expression of the five universal Human Values

Human Value	Some of the Modes of Expression (or Related Values)
Truth	honesty, truthfulness, human understanding, integrity
Right Conduct	hard work, healthy living, responsibility, dependability, initiative, perseverance
Peace	contentment, self-control, self-esteem, patience, humility, balance of nature and technology, humility
Love	care, humaneness, tolerance, compassion, empathy, thoughtfulness, forgiveness, interdependence, selflessness, sharing
Non-violence	co-operation, respect for diversity, human rights, respect for life, respect for property, service to others

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Sathya Sai EHV and Educare

Educare is education which makes one a caring individual, because one becomes a caring individual when one realises that one is not different from the other, that both are the same. My brother's pain, my sister's sorrow is my sorrow, my pain. When you become aware that there is no difference, you become a caring individual. (Sathya Sai Baba)

Educare is a philosophy of education introduced by the founder of the SSEHV programme, Sathya Sai Baba, that is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values and divinity that are inherent there.

The following statement outlines the essence of Educare:

Educare is not the learning from books by rote, to be vomited in the examination halls. But it is the learning from life, which is absorbed into living and transforming. This gives a new meaning to dull mathematics and geography, a new vitality to language, cosmic understanding to science and an enhanced beauty to music and art. It is not to be stuffed from without into the ears of innocent children. Rather it comes from within. It is the release of the inherent intuition and divinity, which is within every individual. ... Educare is also the art of ensuring a perfect constant balance of the five elements within, by managing the mind and the inputs from the five senses, so that the surge of the Divine energy from within flows uninterrupted. In other words, a harmony between thought, word and deed has to be achieved in such a manner that the physical world is perceived as an extension of the spiritual world.... Educare is when we have sensitised ourselves, when we sensitise our children to begin to respond and become caring people. (Sathya Sai Baba)

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In an Educare environment, pupils are encouraged to:

- ◆ appreciate the five basic human values of Truth, Right Conduct, Peace, Love and Non-violence as essential to the development of character,
- ◆ learn the cultures, customs and religions of other people along with their own, in order to appreciate the brotherhood of man,
- ◆ acquire decision-making skills which help to facilitate development of moral learning,
- ◆ develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of all persons,
- ◆ develop self-discipline and self-confidence necessary to promote the fulfilment of their potential – by enhancing their moral, physical, social and academic achievements,
- ◆ develop value skills needed for personal, family, community, national and world harmony, and
- ◆ develop a caring attitude towards all forms of life and to value the need for preservation, conservation and general care of the environment.

To bring out these qualities, teachers are constantly examining all of their activities and interactions with their pupils by reflecting on the questions:

- √ Does it go to the child's heart?
- √ Does it have practical application?
- √ Does it help the child transform?

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Does Educare entail a new curriculum or a new course content? Once again the answer is 'No'. The answer lies in our implementing this technique in our lives. Am I able to control my desires? Am I conscious of the inputs of the five senses in my mind? Am I able to turn my mind inside? Am I able to experience the power of love within? These are the questions that all of us have to ask. Because we are not communicating knowledge, we are not communicating words, what we are really communicating is experience. (Sathya Sai Baba)

The children are taught two important ingredients for life. One is that whatever thoughts come into their heads they should think about and examine in their hearts before they act. This is referred to as 3HV, the harmony of **head**, **heart** and **hands**. The other is concentration and inner stillness. The main ingredient is love, and through love they are helped to become self-reliant, self-confident, self-sacrificing and, hence, eventually self-realised.

The character of the children must be made strong and pure. Give them all the confidence they need to become good, honest and self-reliant children. It is not enough if they learn something by which they can make a living. The manner of living is more important than the standard of living. The children must also have reverence for religion, their culture, their educational attainments and their country. They must learn well their mother tongue, so they can appreciate well the great poetical works and epics written by the seers of their land. This will give them valuable guidance in the stormy days ahead. (Sathya Sai Baba)

Educare and discipline

Sri Sathya Sai Baba has the following to say about eliciting discipline from within the child rather than imposing it externally (Inaugural Discourse at the First World Conference of Sathya Sai Schools, Prasanthi Nilayam, India, 2001).

Whatever we see in others is only a reflection of our own

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self. If we accuse somebody as bad, it is just that our feeling towards that person is bad. Whatever impression we have about others is a reflection of our feeling towards them. Everything is just reflection, reaction and resound. Therefore, you should not find fault with others. You do not have the right to find fault because your assessment of a person is limited to your experience with him. There are so many aspects of the personality of that person you do not know.... There are so many qualities like love, compassion or anger which are in him that you cannot see. Therefore, if you want to know a person completely you should investigate into all the aspects of his personality. In modern times people go by the physical appearance and judge people based on their external actions. This is wrong.

Educare means to bring out the divine love latent in man. That is why it is said, "Love is God, live in Love". Then there would be no conflict in the world and all would live together happily. Only when there are differences, there is conflict. Push aside these differences and live with the feeling of oneness.

Since the teacher cannot see the student's mind, he has to understand it only by observing the student's behaviour. The teacher should observe and analyse the student's behaviour with that of his parents, his friends and his fellow students. Basing on this, he will be able to lead the student on to the right path.

Sometimes parents give too much freedom to the children and children in turn misuse this freedom to interact with their friends with laxity in behaviour. At school the students' freedom is curtailed. They must be taught to strike a balance between freedom and discipline. The teacher cannot interfere in the student's family affairs, for parents give freedom to their children out of their love. Nevertheless, the teachers must keep in touch with the student's activities at home.

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The child must be groomed well right from the beginning itself. Just as speed-breakers control the speed of vehicles on the road to ensure safety, so too restrictions must be enforced upon children's freedom for their safety. The child should be given freedom in areas related to right conduct and must be punished when it errs. When the parents give freedom to their children, they should watch carefully as to how the children behave. It is then that the child will tread the right path.

It is here [in the school] that teachers should strike a balance between freedom and restriction in a student's life. The teacher must advise the students regularly that their conduct will be responsible for the name they earn for their parents and the school in which they study.

In some countries the concept of kindness and respect for elders is not stressed upon.... The teacher must advise the student that he is born as a human, and that he is neither a "wild animal" to strike terror in the hearts of people nor is he a "domestic animal" (docile person) to be afraid of others. He has no cause to fear nor should he cause fear in others.

When you want to teach good principles to students, first you practise and then set an example. For example, if you smoke in the class, students will also emulate you and start smoking.

The true characteristic of good education is good teaching. Good teaching brings about transformation in students. It will make the students confess their mistakes before the teacher. I know this very well. Sometimes I punish my students for their mistakes and am strict towards them. Yet I love them and give them what they need. This transforms their hearts.... and I forgive them by saying, "My dear son, whatever I do is for your good". All teachers can learn to emulate this example.

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There is a bond of pure love between teachers and students. Students can win over any teacher's heart and a teacher can win over students' hearts. If you want to be loved, you have to love others first. First and foremost, we should aspire for truth. The basis of Indian culture is, "Speak truth, practice right conduct".

Sometimes one needs to be strict. That is what I do. I can be harder than diamond when the situation demands. Otherwise I am softer than butter

Teachers! If you want to take students into your confidence, you have to approach them with love. You have to point out their mistakes and lead them on the right path. Only then will they follow the right path and accept their mistakes. For the progress and prosperity of the nation, teachers should develop love for students and mould their character. Then the society will get many good citizens.

The following extracts indicate how the principles of Educare have been evident in disciplining strategies of traditional cultures.

...the good thing about [Australian] Aboriginal apology is you do it, you're punished on the spot, and it's over, done with.... I will just sit quietly with head bowed and say nothing or try to defend myself while the men growl me up. And it will be a pretty ferocious growling up. Then I'll say I'm sorry for talking too strong and upsetting Rowena and then I'll wait. They'll probably make me sit there, curled in shame, for fifteen minutes or so.... [Then] they'll ignore me until they've decided enough time has passed and then I'll be validated as a Murrumbidgee woman again. Rowena, as the person I offended, will be told by the law men that I've been growled up, I've apologised and that's the end of it. It's very important to the Barradja that no grudges are held.

From *The Songmaster* by Di Morrissey, Sydney: Macmillan (1997). pp.410-411

To Teach, Not to Punish

When a person acts unjustly or irresponsibly in the Babemba tribe of South Africa, he is placed alone in the center of the village but is in no way prevented from running off. Everyone in the village stops working and gathers around the person who has been accused. Then each person, regardless of age, begins to tell the person in the center about all the good things he or she has done during his or her life. Everything that can be remembered about this person is described in great detail. All the accused's positive attributes, good deeds, strengths, and kindnesses are verbalised for their benefit. Each person in the circle does this in great detail. All the stories about this person are told with the utmost sincerity and love. No one is allowed to exaggerate events that happened, and everyone knows that they cannot make stories up. Nobody is insincere or sarcastic as they speak. This ceremony continues until everyone in the village has had his or her say about how they value this person as a respected member of their community. This process can go on for several days. In the end, the tribe breaks the circle, and a joyous celebration occurs as the person is welcomed back into the tribe.

Through the eyes of love, which this ceremony so beautifully describes, we find only reunion and forgiveness. Each person in the circle, as well as the person who is standing in the center, is reminded that forgiveness gives us the opportunity to let go of the past and the fearful future. The person in the center is no longer labelled as a bad person or excluded from the community. Instead, they are reminded of the love that is within them and are joined with those around them.

From Forgiveness: The Greatest Healer of All
(by Gerald Jampolsky, USA: Beyond Words Publishing, 1999
ISBN 1-58270-020-6, pp. 96-98)

The Teacher's role in Educare

For the Sathya Sai EHV approach to be effective the teacher needs to bear in mind the following:

The Sathya Sai Education in Human Values (SSEHV) Model

◆ **The importance of understanding – giving children the benefit of the doubt**

The teacher should not try to rule through the easier means of fear, for that is full of dangerous consequences to the pupils. Try the path of love.

Sathya Sai Baba (25.11.1959)

Teachers and students must develop constructive companionship. The teacher must share the sorrows and joys of the pupils as keenly as if they were his own.

Sathya Sai Baba (30.08.1981)

The right teacher is one who is an embodiment of love and teaches the student to love all, to cultivate right relationships and to develop human qualities.

Sathya Sai Baba (22.11.1987)

◆ **The need to choose vocabulary wisely, so as to use every opportunity to uplift the child in self-confidence**

Words can confer strength; they can drain it off. Words can gain friends; they can turn them into enemies. They can elevate or lower the individual. One must learn the habit of making one's words sweet, soft and pleasant. A person is judged by his words. Words inflict damage in other ways too. Whenever we talk despairingly or defamingly or sarcastically or hatefully to others, they get recorded on the tape, which is our mind.

Sathya Sai Baba (31.08.1981)

Keep a strict watch over what you say. If the foot slips you may suffer a fall and sustain a temporary injury. But a slip of the tongue may cause lasting harm.

Sathya Sai Baba (19.01.1989)

◆ **The need to be consistent in expectations of children and to role model these expectations**

To Teach, Not to Punish

The profession of a teacher is the most responsible one in every country. If the teacher strays from truth the entire society will suffer. It is only when the teacher himself is wedded to discipline and observes good habits that his pupils will be able to shape themselves into ideal individuals and citizens.

Sathya Sai Baba (03.03.1958)

How do our Beliefs about Teaching Affect the Way we Discipline Pupils?

Why did you decide to become a teacher in the first place? Why are you still in teaching? A small investigation by Taplin & Devi (2001) received the following responses to these two questions:

Why did you decide to become a teacher in the first place?

- √ I have love for the children. I find joy in teaching children, not only as academic work but also spiritual, moral and environmental work.
- √ To offer service to others.
- √ I like children and to share with them what I have. I learn a lot from them every single day.
- √ I wanted to serve and I just enjoy interacting with different people.
- √ I love people.
- √ It has been my career.
- √ I have always wanted to teach. Also, since this school helped me a lot during my secondary education, I would like to help it by working here.
- √ I was actually advised by my secondary school teachers that teaching is a noble profession and I very much wanted to emulate and try to be like my Maths and Science teachers.

The Sathya Sai Education in Human Values (SSEHV) Model

- √ I decided to become a teacher because of the way my previous teachers were regarded in the past as mirrors of society.
- √ Of all the institutions I applied to it was the first profession to give a positive response. In other words I didn't want to remain unemployed.
- √ I strongly believe I became a teacher because I was born to become a teacher. Even in my childhood I liked teaching my fellow young and this has become a dream come true.
- √ I emulated my teacher's model. I used to teach my young brothers on Saturday as a teacher in class. As a teacher you are much respected in the community and I wanted to work with children and impart values in them just as my teacher did to me.
- √ It was the most interesting job that I could think of especially because I am born into a family of teachers. Also to help shape the nature of our country in the future.
- √ I decided to join this profession after my family and close relatives saw the potential in me. It was also one of the careers I was admiring while I was at school.
- √ I started admiring the profession from the time I started school and after I completed my secondary education I fulfilled my aspiration.
- √ It is a challenging job which requires having a vision both for the pupils and the teacher himself. In this it involves morals, values and behaviour in the society for both the teacher and the child.
- √ I liked my elementary school teacher and Grandma is a head teacher (principal).
- √ It is one career I have admired since I was 5 years old and thanks to God my dream has come true.
- √ Influence from my father. He was a teacher and I took from him that inspiration to become a teacher.

To Teach, Not to Punish

- √ I used to admire my teacher so much that my entire dream was to become a teacher like him. He was smart, well informed and full of general knowledge. These qualities started developing in me such that I am almost like him.

Why are you still in teaching?

- √ I have to see to it that (at least) we come up with children of good character and are able to cultivate human values in them.
- √ I am enjoying it as of now, but am not sure what the future holds for me.
- √ Because I still want to learn.
- √ Because it is a noble profession and I want to be studying all the time, but in due course I might join another profession.
- √ I still love people.
- √ I love associating with young ones.
- √ I enjoy teaching.
- √ I would like to improve myself spiritually and school is more, and much more beyond a home because of the joy and happiness that prevails at school.
- √ Because I like it. I love to guide young ones.
- √ I have developed a love for the children.
- √ I enjoy my profession and it has exposed me to a lot of people, and I like to help to develop a young child's mind.
- √ I love my work and I want to continue giving values so that pupils will become good citizens of my country. I want to get much experience in teaching.
- √ I am still interested in the job that I have taken up. It has brought me satisfaction and fulfilment.

The Sathya Sai Education in Human Values (SSEHV) Model

- √ Because I have interest in it. I also like to be with children all the time.
- √ Teaching has become part of me and I am part of it.
- √ Because it is a continuous process which is infinite. It helps one to develop mentally and maturely and impart knowledge to the community.
- √ Because it has become part of my life and I enjoy teaching.
- √ I feel it's my vocation.
- √ This job has become part of me and I have become part of it.
- √ I like socially interacting jobs and as such will continue being a teacher. Furthermore, teaching is a noble profession and will continue to be so.
- √ I love interaction with pupils and also to share the vast general knowledge that I have.

“All things are created twice” (Covey, 1989; 1992; 1993; 1994). By this it is implied that first there is mental or “first” creation (often based on experiences/images in the sub-conscious mind or even wisdom from the super-conscious), and then a physical or “second” creation to all things.

For example, if you wish to paint a picture, first the image must appear in the mind and then on the canvas. The same is true of teaching. If the aim is to develop responsible, self-disciplined children, the end must be kept clearly in mind when interacting with the children on a daily basis. The second creation fails to manifest if the teacher then behaves towards them in a way that undermines their self-discipline or self-esteem. By the same token, if a child misbehaves or continually displays a negative habit, then corrective measures should be linked directly to the cause (the mind), rather than the effect (the action).

Misbehaviour Exists First And Foremost In The Mind



Too often, when teachers are having to teach under stress, there can be a tendency to react to the children' action, thus creating a vicious circle of misunderstanding and possibly even resentment. By taking time to reflect on the underlying cause, not so much in terms of why but more as to what values are needed, the teacher is able to utilise the opportunity to give suitable corrective behaviour. Central to this approach is an understanding of trust between the teacher and student. In such an environment dialogue is viewed as creating opportunities to grow.

This approach is further supported by the work of The Centre for Nonviolent Communication. In her book "The Giraffe Classroom", Nancy Sokol Green says:

If students are truly motivated and challenged at their appropriate level, then the majority of classroom discipline problems automatically become minimised. This simply happens because the students are now just too busy interacting with each other, thinking critically and creatively, and enjoying themselves to be plotting disruptive ways to interfere with any learning going on.

But granted, there are still those days when students (or teachers) have "got out of bed on the wrong side" or when actual conflicts occur. However, in the Giraffe classroom, any disciplinary action implemented is intended to "teach", not to punish. (Green, 1991)

The Sathya Sai EHV Model is based on the premise "the end of education is character". Therefore, every opportunity is used to

Misbehaviour Exists First and Foremost in the Mind

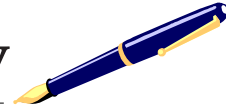
enhance character. The next section in the book provides teachers with some ideas as to how a human values approach can be applied in the process of implementing disciplinary action. Obviously these need to be adapted to the age range of children and the particular circumstances of the situation.

If a person wants to change to become more patient, effective, happy, peaceful, confident, etc., he or she needs to participate in activities that will help re-programme the mind.

Sathya Sai Baba

It is envisaged that teachers will use these as a tool to reflect on their practices and as an experiment using different approaches. In some cases involving parents in this kind of approach helps the child celebrate his/her success of achievement in overcoming the problem. In other cases, it strengthens the home-school link and also gives parents examples of alternative approaches to disciplinary actions.

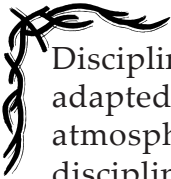
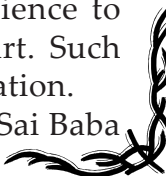
50 Misdemeanours: How To Deal With Them The SSEHV Way



1. Answering back
2. Arguing with other children
3. Being unfriendly
4. Being unkind
5. Bullying
6. Calling out in class
7. Careless work
8. Chatting in class
9. Cheating
10. Chewing gum in class
11. Constantly interrupting
12. Continual lateness
13. Copying some else's homework/plagiarising from the Internet
14. Day dreaming
15. Deliberately hurting others
16. Destroying property
17. Disobedience
18. Disruptive behaviour
19. Dressing inappropriately
20. Dropping litter
21. Excluding somebody
22. Failing to take messages home
23. Fighting
24. Forgetting sports kit repeatedly
25. Gossiping/rumour spreading

50 Misdemeanours: How to Deal with them the SSEHV Way

26. Kicking/hitting
27. Losing books and being disorganised, etc.
28. Lying
29. Name calling
30. Non participation
31. Not completing homework
32. Not working in class
33. Possession of alcohol/drinking/smoking
34. Pushing in line
35. Racist comment
36. Reading unsuitable materials (e.g. in magazines or on Internet)
37. Refusing to follow instructions
38. Responding to peer pressure
39. Rudeness
40. Shouting
41. Stealing
42. Swearing
43. Tantrum
44. Teasing
45. Throwing things
46. Untidiness
47. Using mobile phone on school premises
48. Vandalism
49. Verbal abuse
50. Wasting resources

 Disciplinary rules have to be well thought out and adapted to the age group they want to correct. The atmosphere must be so charged that obedience to discipline comes automatically, with full heart. Such discipline will shape good leaders for the nation.
Sathya Sai Baba 

To Teach, Not to Punish

Misdemeanour (1) ANSWERING BACK

Corrective Consequence Ask the child to re-write the dialogue from the other person's point of view.

Values Empathy (Love), Respect (Right Conduct)

Key Vocabulary *I would like to you to reflect on this experience and imagine yourself as the other person who is receiving these comments. How would you feel?*

Anecdote Experience has shown that this type of activity not only helps the child to reflect on his or her behaviour, but also enhances literacy skills as well.

Parental Involvement Not really required, though the positive outcomes can be shared with parents.


Notes If the child is in the habit of repeatedly answering back, a combination of methods may be required.

Other Methods Answering back can also be defined as a lack of patience. Therefore, a need arises to focus on developing patience:

- Write 6 ways that you could be more patient. Circle one way that you would like to start trying NOW. What do you have to do to make this become a reality? Write a personal prescription designed to improve your patience.
- Describe a time when you had to be patient with your friends/teacher/parents [select the appropriate one]. Describe a time when your friends/teacher/parents had to be patient with you. Write some practical ways for people to be patient with each other.
- Draw a picture of yourself being impatient in this situation. Draw yourself in the same situation, but being patient.

From Sathya Sai Education in Human Values
Resource Manual for Teachers No. 1.
New Zealand Sri Sathya Sai Baba Organisation, 1989. p.9

50 Misdemeanours: How to Deal with them the SSEHV Way

Misdemeanour	(2) ARGUING WITH OTHER CHILDREN	
Corrective Consequence	Engage pupils in a mutual co-operative activity, e.g. to clean out each other's desk or do some other task to help each other or work together to help another person.	
Values	Co-operation (Non-Violence)	
Key Vocabulary	<i>We all belong to one class/school, therefore as one unit I expect you to work together, looking out for each other and looking after each other. In order to demonstrate your commitment to my expectation I would like you to do something special for each other. I would like you to [clean out each other's desk] as a gift of friendship and in the spirit of oneness.</i>	
Anecdote	Two girls in a Grade 8 class had been friends but they had begun arguing and could not get along with each other at all. The teacher planned a class activity based on developing trust, in which one child of a pair was blindfolded and the partner guided him/her to walk around. It so happened that when the pairs were allocated, these two girls ended up as partners. They were very reluctant to work together but they had no choice. However, by the time they had finished the activity they were friends again – because the girl wearing the blindfold realised how caring her sighted guide was, and the guide realised how it felt for her friend to have to place complete trust in her.	
Parental Involvement	A small note of celebration can be sent to the parents, e.g. in order to demonstrate her support for other members of the class, today XX helped YY in maths.	

To Teach, Not to Punish

Notes For long-term projects, a certificate of co-operation can be given out.

Other Methods Ask the students to work together to draw a bridge of kindness between two people, instead of a wall. On their bridge ask them to write at least 10 words that unite people in kindness instead of building a wall between them.

From Sathya Sai Education in Human Values Resource
Manual for Teachers No. 1.
New Zealand Sri Sathya Sai Baba Organisation, 1989

Practical Experiment Give the children a match stick each and ask them to break it. Then give the same children a bundle of match sticks, which have been grouped together with an elastic band. The children will find it difficult to break. With the band of co-operation we are undefeatable.

50 Misdemeanours: How to Deal with them the SSEHV Way

Misdemeanour (3) BEING UNFRIENDLY

Corrective Consequence Adopt a younger child for the day and, if appropriate, document the experience.

Values Caring (Love), Responsibility (Right Conduct)

Key Vocabulary *I know that deep down you a very caring person, so I would like you to help me today by taking care of BB. "My 'friend' should be another 'me'." (Sathya Sai Baba)*

Anecdote In the Sathya Sai School of Thailand, a boarding school from Kindergarten to Grade 9, the older children take on the role of pastoral care of the younger ones. They look after them in the dormitories, play with them, comfort them when they cry, and help them sort out their arguments. This has brought about transformation in some of the older children, particularly those who had severe emotional problems and were unfriendly themselves when they first arrived at the school.

Parental Involvement Write a letter of praise to the parents listing some specific examples of what the child did.

Notes The Flour Babies by Anne Fine (ISBN 0-241-13252-5) is a good story that builds on this kind of approach.

Other Methods As a class develop a friendship display where children all list and contribute positive qualities about each other. Label an envelope for each child in the class and give each child small slips of paper. Sit the children in a circle and ask them to send the envelopes around. Anonymously, each child writes a positive comment about the child whose name is on the envelope. Seal the envelopes at the end of the session and either hand them to the child whose name is on it or type them up into a letter and give it to the child at the end of the term/year.

To Teach, Not to Punish

Misdemeanour	(4) BEING UNKIND
Corrective Consequence	Give the child/children a caring responsibility, e.g. looking after plants or class pet.
Values	Kindness (Love), Responsibility (Right Conduct)
Key Vocabulary	<i>As a responsible member of this class, I am entrusting you with the important task of looking after the class plants. The plants are very important to our class as they help produce the necessary oxygen which we breathe. Plants respond only to kindness and if neglected or dealt with harshly they may grow deformed, stop growing or even die. You are now in charge of their future.</i> <i>When we are aware of the oneness of all, nobody can hurt another. It is important for us to learn not to cause hurt – even by a word, a look or a gesture.</i>
Anecdote	Jumsai (1997) reported a series of experiments he conducted in which some plants were treated with unkind words and thoughts, some were treated with kind, gentle words and thoughts, and some were not given any treatment. He found that the kind words and even the thoughts had significant effects on the growth and health of the plants that received these. On the other hand, the plants that received the unkind words and thoughts became stunted and in some cases died.
Parental Involvement	On parents' evening, ask the child concerned to present a display of the plants and talk about his/her responsibility for looking after them.
Notes	During story time or science, it might be useful to introduce the Jumsai experiment on plants.
Other Methods	<ul style="list-style-type: none">• Give a class list to the pupil who is being unkind. Ask him/her to write beside each name the times when s/he helped each of them, or when they helped

50 Misdemeanours: How to Deal with them the SSEHV Way

him/her.

- Ask the child to list 6 acts of kindness and draw cartoon pictures to illustrate them.

- Make a five-point star.

- √ On the first point write "Something kind for myself",

- √ on the second, "Something kind for my family",

- √ on the third, "Something kind for my neighbourhood",

- √ on the fourth, "Something kind for my school"; and

- √ on the fifth, "Something kind for the world".

Ask the child to write one kind act that s/he can do for each of these. Hang it on the wall.

- Get the student to make a board game for younger children about acts of kindness (e.g. "helped Mike when he was crying", "Took Bruce's homework to him when he was sick", etc.)

From Sathya Sai Education in Human Values
Resource Manual for Teachers No. 1.
New Zealand Sri Sathya Sai Baba Organisation, 1989

To Teach, Not to Punish

Misdemeanour (5) BULLYING

Corrective Consequence Ask the child to compile a list based on... "I do not need to bully anyone because I am.... (positive qualities)" - in some cases responses can be elicited from fellow peers through a survey.

Values Self-esteem (Love and Peace)

Key Vocabulary *I am not sure why you felt the need to bully X and hurt his/her self-respect, but I know that this is not a true reflection of the beautiful person you are inside. Therefore, I would like you to write me a list of at least 10 positive qualities about yourself. If we take pleasure in the pain of others, it only prevents the inner beauty within ourselves from coming out.*

Anecdote One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then she told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment and, as the students left the room, each one handed in the papers. That Saturday, the teacher wrote down the name of each student on a separate sheet of paper and listed what everyone else had said about that individual. On Monday, she gave each student his or her list. Before long, the entire class was smiling. "Really?" she heard whispered. "I never knew that I meant anything to anyone!" and "I didn't know others liked me so much" were some of the comments. No one ever mentioned those papers in class again. She never knew if they discussed them after class or with their parents but it did not matter. The exercise had accomplished its purpose. The students were happy with themselves and one another.Many years later the teacher and class met again

50 Misdemeanours: How to Deal with them the SSEHV Way

at the funeral of one of the classmates, who had joined the military and had been killed in action. His parents showed the teacher the tattered, taped and folded and re-folded piece of paper that had been found in his pocket when he was killed. She was touched to see that it was the list from the class exercise of so many years ago. One by one the other former classmates gathered around and pulled out their lists as well. They had all saved them and all drew on them when they needed to remind themselves of their positive qualities.

Retold from an inspirational story in circulation on the Internet

– source unknown.

A school principal asked her staff to do the same exercise amongst themselves. Months later the teachers commented on how valued they had felt when reading the positive comments their colleagues had made about them. One teacher said, “If my house was burning down, that list would definitely be one of the first things I would try to save.”

Parental Involvement

Ask parents also to list 10 positive qualities about their child and at a follow-up teacher-parent meeting compare the two lists.

Notes

Once the list is prepared, discuss each quality with the child. A follow up could be to ask the child to choose someone else in the class and write 10 good qualities about them. This can be presented to the other child as a means of encouraging friendship.

To Teach, Not to Punish

Misdemeanour (6) CALLING OUT IN CLASS

Corrective Consequence Ask the child to write down everything that s/he called out during the day. Together, examine each outbursts according to the three criteria:

√ Is it true?

√ Is it necessary?

√ Is it said with love?

It may also be useful to consider a fourth criterion: Did my calling out prevent somebody else from speaking, who might have needed the chance more than I did?

Values Good Behaviour (Right Conduct), Consideration (Love), Harmony (Peace)

Key Vocabulary *Now, X, you are a very bright pupil and as such I need you to help me to show the others in the class how we behave when we have something to say. We all have inside us the ability to master our behaviour, let us practise this ability. One of the most important things we can have is silence because we can only get in touch with our inner selves when the tongue is still.*

Anecdote A girl had a habit of continuously calling out in class. She was aware of the inappropriateness of this act but found it difficult to control. After discussing it with her teacher, she decided she needed a reminder on her desk, a small sign. The teacher encouraged her to make a 3-D sign and the girl wrote her own message "Don't call out". The teacher was not convinced this was the right message to help her. After a day's trial the girl approached the teacher. "I don't think this is working!" and she slammed the sign down. The teacher asked her to change the message on one side to "BE silent" and on the other side "It can wait!" The method was tried once again and this time the girl discovered the magic and mystery

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of silence, as opposed to the harshness of
"Don't..."

Parental Involvement

Not necessary unless the problem persists.

Notes

Continuous genuine praise is essential for change.



CHILDREN

When a child lives with neglect he needs security.

When a child lives with hostility he needs kindness.

When a child lives with failure he needs encouragement.

When a child lives with intolerance he needs patience.

When a child lives with blame he needs justice.

When a child lives with nervousness he needs tranquillity.

When a child lives with hierocracy he needs honesty.

When a child lives with scorn he needs respect.

When a child lives with boredom he needs inspiration.

When a child lives with security he learns confidence.

When a child lives with kindness he learns to care.

When a child lives with encouragement he learns success.

When a child lives with patience he learns tolerance.

When a child lives with justice he learns to be fair.

When a child lives with tranquillity he learns to be still.

When a child lives with honesty he learns what truth is.

When a child lives with respect he learns to value himself and others.

When a child lives with inspiration he learns a love of life.

When a child lives with the qualities born of purpose and the love of life,
the world will grow to be a better place in which to live.

Children are the future: their future, our hope.



To Teach, Not to Punish

Misdemeanour (7) CARELESS WORK

Corrective Consequence Ask the child to re-write the piece of work for wall display - compare pieces and discuss with the child.

Values Thoughtfulness (Love), Satisfaction (Peace), Self-Esteem (Peace)

Key Vocabulary *Remember it is always important to autograph your work with excellence (Sathya Sai Baba).*

Anecdote Whilst preparing an autistic boy for his national exams, the teacher commented on the formation of his figures for a piece of maths work. The teacher marked his answers and the boy had them all correct. The teacher then asked him to re-write the entire page for homework. The next day, the boy's maths book had the work re-written neatly, but on a stuck down piece of paper. The teacher asked what had happened and the boy explained. 'I did it the first time, thinking, "I can't do this". My mum didn't like it, so she made me do it again, but I had to say "I can do it!"...and I did!' (NB. The boy referred to in this case was autistic, but had a great command of language and was able to use language to support his learning effectively.)

Parental Involvement Celebrate the child's displayed work with the parents. At the end of term send it home – it is amazing how many parents collect their children's work and present it back to them when they are older.

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Misdemeanour (8) CHATTING IN CLASS

Corrective Consequence Ask the child to prepare a short presentation for the class and prime the listeners to role-play chatty people throughout. Either through discussion or written work ask the child how he or she felt. Ask the child to make up a suitable silent sitting visualisation for each day for a week and to lead the class in this, to help everyone to learn to value inner silence.

Values: Consideration (Love), Good Behaviour (Right Conduct), Concern For Others (Non-Violence), Self-Discipline (Peace)

Key Vocabulary *When we chat we are unable to hear that special voice inside us, which helps us with our work and tells us the difference between right and wrong.*

Parental Involvement Encourage the parents to practise silent sitting at home, as a family.

Other Methods Listening to Our Spirit:
Ask the children to practise at home – when the phone rings try and guess who it is before picking up the phone. Or, if the children are out shopping with their parents, ask them to guess the bill before it is tilled up. This way they become more attuned to inner listening.

Adapted from Spirit Games by Barbara Sher
ISBN 0-471-40678-3

To Teach, Not to Punish

Misdemeanour	(9) CHEATING
Corrective Consequence	Comprehension “Cheating” (see Resources section at the end of the book).
Values	Honesty (Truth), Fairness (Truth) And Justice (Truth)
Key Vocabulary	<i>The most important thing is for us to be honest with ourselves because even if we can hide things from others, we can never hide them from ourselves. To help you understand why you are only cheating yourself, I want you to complete this comprehension.</i>
Anecdote	A school principal told the story of a girl who was caught cheating in an examination. She had written some definitions on a piece of paper. When the principal looked into the reason for cheating, she discovered that the child was having so much difficulty with English (not her native language but the language of the exam) that she could not understand the important terms needed for the exam. Of course, the principal had to punish her by deducting marks. But she then forgave the girl, told her that everyone is entitled to a second chance after making a mistake, and arranged for her to have extra English tuition so she could catch up with the rest of the class. Much later, after she had left the school, the girl wrote to the principal to tell her how important that second chance had been and how the forgiveness had touched her conscience in a way that punishment in anger could not have done.
Parental Involvement	Send the completed work for parents to see.
Notes	For children with learning difficulties, present the story as a picture and orally discuss the questions and consequences.

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Other Methods

Ask the children how they would feel if they had:

- a) cheated and passed with a high mark;
- b) cheated and been caught;
- c) been cheated by someone else
(e.g. shop keeper).

This can be developed as a poster mind map for future reference and reminders.

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Misdemeanour	(10) CHEWING GUM IN CLASS
Corrective Consequence	Design a school poster on why pupils should not chew in class or on the school premises.
Values	Discipline (Right Conduct), Consideration (Love), Self-Control (Peace)
Key Vocabulary	<i>I would like you to use this experience to remind the rest of the school and yourself why pupils are not allowed to chew gum in class, out of consideration for others.</i>
Anecdote	This kind of corrective consequence was tested on a Year 7 (age 12) pupil and the poster helped to reinforce the message throughout the school. This will be strengthened if the poster is displayed on the notice board or shared in assembly.
Parental Involvement	Not necessary unless repeated over a period of time.
Notes	Health and safety aspects should also be emphasised, e.g. if the gum got stuck in their throats whilst playing, etc.
Other Methods	Ask the children to remove a piece of hardened gum from a piece of wood.

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Misdemeanour (11) CONSTANTLY INTERRUPTING

Corrective Consequence Present the child with 5 paperclips at the start of the day and agree with the child that every time he or she interrupts they have to give back one of the paperclips. After all the paperclips have been given back the child is not allowed to interrupt. At first all the paperclips will be returned over a short period of time. However, as the child progresses he or she will learn to think before speaking.

Values Reason (Truth), Empathy (Love), Reflection (Peace)

Key Vocabulary *One very important thing we need to ask ourselves before we speak is, "Is it necessary?" To help you learn the importance of thinking before we speak, we are going to play a game. I am going to give you 5 paper clips. Every time you interrupt me, you must give me one back. The aim is to see if you can still be holding on to all 5 paperclips by the end of the day.*

Anecdote A similar exercise was tried with a child in year 4 (8 years old) who was constantly asking inappropriate questions in class. By the end of the first week, the child had learnt the difference between an important question and an inappropriate one. By the end of the second week this child had learnt to hold on to all five paperclips.

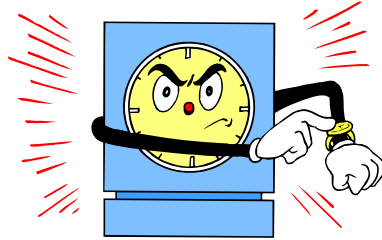
Parental Involvement Share the success of achievement with parents.

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Misdemeanour (12) CONTINUAL LATENESS

Corrective Consequence

Give the child an early morning responsibility (e.g. giving out registers or preparing the hall for assembly).



Values

Punctuality (Right Conduct), Dependability (Right Conduct), Trust (Truth), Calmness (Peace)

Key Vocabulary

You are a very responsible member of my class therefore I want you to do something very important for me, can youevery morning?

Anecdote

A boy in Year 7 had the highest number of late marks in the year group but during the week when he was responsible for the register he turned up every day, without fail, on time.

Parental Involvement

Inform the parents through a letter of recognition of the positive contribution the child is making to the working life of the school.

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Misdemeanour	(13) COPYING SOMEONE ELSE'S HOMEWORK/ PLAGIARISING FROM THE INTERNET
Corrective Consequence	Comprehension "Cheating" (see Resources section at the end of this book).
Values	Honesty (Truth), Fairness (Truth), Justice (Truth)
Key Vocabulary	<i>If we copy another person's work, whether it is someone we know or someone we do not know, such as when we copy material from the Internet and submit it as our own, we are cheating. It is not fair to the person who did the original work and it means you are not learning to think about the topic for yourself. To help you understand why you are only cheating yourself, I want you to complete this comprehension.</i>
Parental Involvement	Send the completed work for parents to see.
Notes	For children with learning difficulties, present the story as a picture and orally discuss the questions and consequences.
Other Methods	Ask the student to rewrite the assignment using one of the following strategies to minimise the chance for students to substitute others' work for their own: <ul style="list-style-type: none">• annotated bibliography with synopses of all references,• all references to be photocopied from original, with relevant sections highlighted,• abstract of the paper,• graded oral presentations of papers with students required to answer questions and defend their arguments,• assign papers on opposing views of a topic with writers debating subject in class,• include personally conducted interview, survey or experiment.

Gilles, G. (1997). *Copy these strategies to stop plagiarism by students*. HoustonChronicle.com

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Misdemeanour (14) DAY DREAMING

Corrective Consequence Visualisation every day for a week (see Resources section at the end of the book). This can be pre-recorded for the student to listen to with headphones.

Values Concentration (Peace)

Key Vocabulary *I realise that you like to day dream but I really need you to listen to these important instructions. I may ask you questions at the end or I might even ask you to repeat it to the class.*

Anecdote Throughout the world, teachers are utilising silent sitting for just two or three minutes at the beginning of the lesson and achieving amazing results. Teachers in mainstream schools in Guandong, China who used it regularly at the beginning of their mathematics lessons found that their pupils were becoming better able to concentrate and their behaviour was improving. The children reported the same changes, and also that they were finding it easier to find the solutions to their mathematics tasks. Devi (2002) reported the same findings after the regular use of silent sitting in her Grade 4 mathematics classroom.

Notes In Jumsai's (1997) model, described earlier in this book (page 8), we see that the third level of the mind is the super-conscious. This is the part of the mind that knows everything and is the source of our inspiration and intuition. If we can find a way to get in touch with our super-conscious, we can find solutions to our problems very easily. Sathya Sai Baba tells us that there are three things we need to be able to tap into our super-conscious mind: concentration, contemplation and, finally, meditation, the state when we are really in touch with this level of the mind. In Sathya Sai

Education in Human Values we use a technique called "Visualisation on the Light" (see Resources section at the end of the book) which is a safe and effective way of progressing through these three levels. We use light as a focal point for our concentration because it is symbolic of purity, warmth, knowledge and wisdom. This technique is beneficial in silencing the mind's extraneous 'chatter' to improve concentration and problem solving, and enabling us to go deeply within our own consciousness to tap into the wisdom that is latent there.

Several studies have explored the effects of utilising techniques such as those described above regularly in the classroom. In particular, benefits have been derived for disruptive or inattentive pupils (Bealing, 1997). One study found that it helped to improve their decision making and put them in touch with their deeper core values (Rozman, 1994), while another found that it helped them to cope better with stressful events (Rickard, 1994). Further benefits have included decrease in levels of impulsivity, increase in attention span and general improvement in behaviour (Kratte and Hogan, 1982).

It is also important to note that children often day dream when they see a lack of purpose to the lesson or activity. Studies are being developed to see whether sharing the learning at the beginning of a lesson increases concentration.

**Other
Methods**

Give the child the story of the genie (see Resources section at the end of this book) and ask him/her to reflect on the importance of concentration.

To Teach, Not to Punish

Misdemeanour (15) DELIBERATELY HURTING OTHERS

Corrective Consequence History project: carry out some research about people who have hurt other people. What happened to them? Were they liked by everyone? By anyone?

Values Kindness (Love), Friendship (Love), Co-Operation (Non-Violence)

Key Vocabulary *I would like you to think about your behaviour to other people. Are you being kind? Is that special person inside you allowing his/her love to flow?*

Anecdote: A year 5 boy thought it was funny to hit other children in his class for no reason. His teacher spoke to the class many times but there was no evident change. One day the teacher decided to talk to this boy every about 'choices'. He explained that every moment of our life we have a choice to be kind or unkind and, depending on our choice, we either keep that choice for the next moment or we lose it. If we are kind we gain a point and another choice, just like a computer game. If we are unkind, then we lose a point. The boy felt empowered and the focus of his entertainment changed. He now wanted only to collect life points.

Parental Involvement Repeated incidents should be shared with parents.

Other Methods One boy in primary school was in the habit of kicking others. So the head teacher spoke to him saying, "Shoes are not meant for kicking. In some countries children cannot afford shoes. Next time I will take your shoes away."
The following day this little boy kicked a girl so, true to her word, the head teacher removed the boy's shoes. The experience of walking around for a whole afternoon without shoes made him think twice about kicking again.

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Misdemeanour	(16) DESTROYING PROPERTY
Corrective Consequence	Use the Ceiling on Desires* project to help the child appreciate the value of the item damaged.
Values	Gratitude (Peace), Consideration (Love), Gentleness (Love)
Key Vocabulary	<i>I am not very happy with your actions today. Acting without thinking can be very expensive. The item you broke cost X, that is equivalent to..... How many days work do you think this would be? I want you to pay it back and therefore I will write to your parents, asking them to help you save for a new one. By giving up something you love, hopefully you will learn to value the things other people need and use.</i>
Parental Involvement	Write a letter to the parents/carers informing them the child in question has been asked to give up something (e.g. chocolate) in order to save and repay the debt for damaging property.
Notes	* Ceiling on Desires is a technique used in SSEHV to help children curb their greed or superfluous desires for material objects, food, entertainment, etc. Usually the money they would have spent on the desired object is donated to a worthy cause – this has the added benefit of encouraging them to help others less fortunate.

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Misdemeanour (17) DISOBEDIENCE

Corrective Consequence Group activity - send the child out of the room and prime all the other children not to follow the instructions of this child when s/he returns to the room. Invite the child to come back and ask him/her to arrange the class in a specific way.
Debrief: Discuss with the child how s/he felt when no one listened. Ask the others how they felt about being disobedient.

Values Good Manners (Non-Violence), Interdependence (Love), Humility (Peace)

Key Vocabulary *If we do not have good qualities, everything else is worthless. It is the rules and restrictions that make life more interesting – imagine how uninteresting a game of football would be if everyone did exactly what they liked and nobody followed any of the rules of the game.*

Anecdote In the Sathya Sai School in Thailand the Grade 3 English teacher was concerned that the children were being disobedient and not listening to him during his lessons. So he arranged an experiment with the Grade 2 teacher. The Grade 3 children were told that they were invited to Grade 2 to read stories to practise their English. The Grade 2 children had been told secretly to misbehave and not pay any attention to those who were reading to them. This went ahead and the Grade 3 children became very frustrated and upset at the disobedience of their listeners. After some time there was a switch and the Grade 2 children behaved perfectly and listened attentively. In the debriefing after the activity, it became clear that the Grade 3 children had really come to understand how it feels for their teacher when they are disobedient.

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Parental Involvement	Not necessary unless the problem persists.
Notes	Initially the children may giggle but eventually, depending on the body language and facial expression of the teacher, they will settle.
Other Methods	Leadership quote: "Lead and be lead": Encourage the child to take a leadership role in class activities and discuss his/her feelings about being in this role.

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Misdemeanour (18) DISRUPTIVE BEHAVIOUR

**Corrective
Consequence** Ask the child to copy out the poem “Our Deepest Fear” (see Resources section at the end of the book) and share it with his/her friends.

Values Dignity (Peace), Self-Respect (Peace), Humaneness (Love)

**Key
Vocabulary** *If each one of us cares only for our own pleasure, how can the society survive?*

**Parental
Involvement** Ask the parents to display a copy of the poem at home as a trigger or reminder.

Notes This particular poem is very powerful and can be linked to lessons in History or used in class assemblies/presentations.

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Misdemeanour (19) DRESSING INAPPROPRIATELY

Corrective Consequence Lines – “I am a very beautiful person both inside and out, and therefore will do my utmost to dress appropriately in the manner that shows respect for this beauty.”

Values Modesty (Right Conduct), Tidy Appearance (Right Conduct), Self-Respect (Peace), Care (Love)

Key Vocabulary *Inner and outer cleanliness are essential if you desire to be who you really are.
Believe firmly that the body is the residence of the special being within you, that the food you eat is the offering you make to this special being, and that bathing is the ceremonial bathing of the special being in you.
Adapted from quotations by Sathya Sai Baba*

You have dressed in a way that is inappropriate for our school/community/culture. If you are to respect yourself for who you really are it is important that you dress in a way that honours this respect for yourself, as well as in a way that shows respect to other people in our community. I am asking you to write this affirmation to remind you how important it is to respect yourself and others.

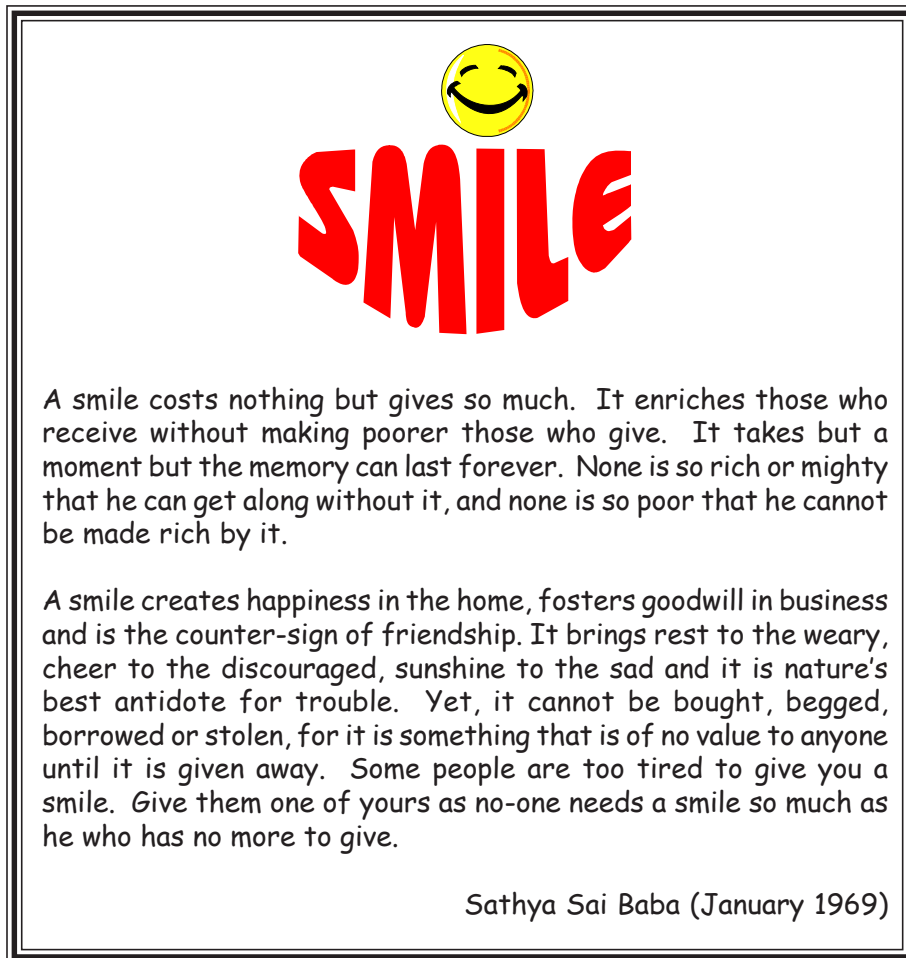
Anecdote A Grade 2 teacher asked the children to paint a picture of who they really were on the inside. One girl painted herself as a shining star, sending light out to the whole world.

Notes While we acknowledge that ‘writing lines’ is not currently regarded as one of the most suitable forms of behaviour modification, we are advocating it in this case because it is a way of ‘programming’ the child’s sub-conscious mind to recognise his/her own inner beauty and to recognise the need to dress in a way that reflects this.

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Other Methods

Ask the child to draw/paint a picture of, or even write a song about, who s/he really is on the inside (see anecdote above).



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Misdemeanour (20) DROPPING LITTER

Corrective Consequence Give the offender the responsibility of designing and leading a recycling project. The pupil should sustain the project for a given period of time.

Values Care for the Environment (N o n - v i o l e n c e) , Consideration (Love), Not Wasting (Right Conduct)

Key Vocabulary *We only have one Earth and we are not looking after it very well. If we keep taking from it and choking it with rubbish this will lead to an increase in the number of natural disasters that are occurring.*



Anecdote In one school we visited there was a recurring problem with litter. The children were repeatedly asked not to drop rubbish. They were given explanation after explanation about why it is important to look after the environment. But still they dropped their rubbish. One group of Grade 3 teachers had the idea of appealing to the children's consciences. These children had a very great love of nature so the teachers asked them to draw pictures of what might happen to the animals and plants as a consequence of littering. They thought deeply about this for a while then began to draw: a monkey with its feet cut on broken glass, a snake with its head caught in a discarded soft-drink can, small plants that could not grow because of the rubbish on top of them. Suddenly a change began in the children, their hearts had been touched by the plights of the animals and plants they loved and their attitude to littering changed completely so that even several months later they were still reminding others not to litter.

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Parental Involvement

Make parents aware of your anti-litter campaign and ask them to encourage it at home.

Notes

This project can be linked to environment studies and mathematics, e.g. a statistical analysis of how much litter is thrown away by the class each day.

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Misdemeanour	(21) EXCLUDING SOMEBODY
Corrective Consequence	Ask the children to write a reflection on a lonely period in their life...how did they feel?
Values	Care, Humaneness, Compassion, Empathy (Love)
Key Vocabulary	<i>We all need to do our best to make sure nobody suffers even the slightest pain as the result of our thoughts, words or deeds. I would like you to reflect on a time when you have felt lonely so you can remember how easily thoughts, words or deeds can make another person feel this way.</i>
Anecdote	A new boy had just joined the class. All the other children had been together since kindergarten this boy felt out of place. The teacher sent him on an errand and whilst he was out of the class she asked the children to help her make X feel welcome. All the children tried really hard and when they had to present their class assembly, another girl in the class nominated the new boy X to play the drums. That was one assembly that X would never forget. He felt part of the whole – accepted.
Parental Involvement	Share their reflective composition with parents, if necessary.
Other Methods	Show the children two pictures, a group of people working together and another where someone looks lonely. Ask them which makes them happy? Why? Share “feeling” stories of famous people who have felt lonely (e.g. Abraham Lincoln, Victoria Beckham, etc.)

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Misdemeanour (22) FAILING TO TAKE MESSAGES HOME

**Corrective
Consequence** Communication exercise – what happens when communication breaks down?
Ask the child to list 10 consequences for himself/herself, his/her parents, the teacher and the school of not taking the message home.

Values Responsibility (Right Conduct)

**Key
Vocabulary** *Some things, such as taking messages home, are our duty. It is part of respecting our parents by bringing information to them.*

**Other
Methods** Chinese whispers – discuss the fact that letters are written so that messages do not get changed.
Class debate: should children be charged (from their pocket money) for lost letters?

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Misdemeanour	(23) FIGHTING
Corrective Consequence	Engage both parties in a joint service project.
Values	Selflessness, Interdependence (Love), Co-operation, Respect, Service to Others (Non-violence)
Key Vocabulary	<i>We are all the same on the inside so let's work together to help others. When we give service to others, we learn that we are really all the same – we learn to feel others' pain as our own and to share their success as our own and there are no longer any differences between us.</i>
Anecdote	This has been tried and tested amongst youth groups in New York to help remove the negative feelings of gang warfare. So far, the results have been very positive. Other similar initiatives include encouraging the children to develop a shared hobby, e.g. chess or singing.

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Misdemeanour	(24) FORGETTING SPORTS KIT REPEATEDLY
Corrective Consequence	Repeated writing of affirmation: – “I am a responsible member of class XX and I will remember to bring my sports kit to school on ...”
Values	Responsibility, Dependability (Right Conduct)
Key Vocabulary	<i>You are a responsible person so it is important to do this affirmation to remind yourself of this fact.</i>
Anecdote	At first Year 7 thought this kind of corrective measure was unfair. But as the term progressed, they realised that it had helped all of them remember their PE kits.
Parental Involvement	Encourage the child to develop self-organisation skills by listing things that need to be brought to school on certain days and displaying it in a prominent place or packing the school bag the night before instead of leaving it until the last minute.
Notes	Once again, the use of repeated affirmation has two intended effects. One is to programme into the student’s sub-conscious mind the need to be responsible, while the other is the affirmation that he/she is a responsible person.

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Misdemeanour	(25) GOSSIPING/RUMOUR SPREADING
Corrective Consequence	Comprehension (see Resources section at the end of the book).
Values	Integrity (Truth), Self-Control (Peace), Care (Love), Respect (Non-Violence)
Key Vocabulary	<i>We have to be very careful what we say because our words cannot be taken back. The wounds caused by our tongues can take a long time to heal.</i>
Anecdote	After having done the activities described below, a girl told her teacher that she had a very vivid dream. In this dream she and her friends were sitting in a room gossiping about other friends. They suddenly realised that everything they were saying was being broadcast over a public address system. The shame and embarrassment she experienced in the dream were enough to stop her from wanting to gossip any more in reality.
Parental Involvement	Remind parents that if children hear them gossiping it is more likely that they will also see it as an acceptable behaviour.
Notes	This can be linked to the power of words – the pain of which can be much more than a physical pain. Quotation: “Help Ever, Hurt Never”.
Other Methods	Play the game of Chinese Whispers in which one person whispers a message to the next, who whispers it to the next, and so on until everyone has received it. Discuss the way the truth gets changed each time the message is passed on. The gossiping pupils can be asked to think of statements that meet all three criteria: “Is it true? Is it necessary to say this? Is it said with love?” The rest of the class can be the judges of whether

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the statements meet all three criteria.

Story for sharing:

An old woman was a habitual gossiper. She thrived on knowing who was doing what, why, and on passing comment to others about what she had seen. One day she went to see a wise man and ask his advice in dealing with this habit. The wise man asked her to take a bag of feathers and drop one at each door in the village. The woman did so and then went back to the wise man. The wise man asked her to walk back around the village and pick up every feather she had placed, not leaving out even one. The woman explained this was impossible since the wind would have blown the feathers away. This was exactly the point the wise man wanted to raise – words once spoken cannot be retrieved.

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Misdemeanour (26) KICKING/HITTING

Corrective Consequence	Role play alternative responses and choose the most effective. Keep an 'anger-free' calendar, i.e. mark on a calendar each day that passes without feeling angry.
Values	Self Control (Peace)
Key Vocabulary	<i>We need to stop and think before we act rather than acting from the impulse of the moment.</i>
Anecdote	Sally was frequently angry. After a particular outburst her teacher asked her to keep an 'anger-free' calendar. At first Sally was only able to go for one or two days before another outburst of anger. But eventually she managed to mark ten consecutive days on her calendar. By then she was so determined not to break her record that she checked her behaviour frequently and had very few outbursts from then on.
Parental Involvement	Inform parents of the 'anger-free' calendar. Ask them to support their children through participation and positive sanctions/treats for achievement.
Other Methods	One way to deal with an outburst of anger is to drink a glass of water and lie down. Jumsai (1997) explains that this enables the blood to be distributed evenly around the body rather than rushing to the head as it does when we become angry.

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Misdemeanour	(27) LOSING BOOKS AND BEING DISORGANISED, ETC.
Corrective Consequence	Invite the child to carry out an inventory on specific class equipment and check every week to see whether it is in order.
Values	Responsibility (Non-Violence)
Key Vocabulary	<i>As a responsible person, it is important to have some order in your life. This will help you to practise keeping order.</i>
Other Methods	Positive thoughts chart to be sent home, i.e. "I am organised".

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Misdemeanour	(28) LYING
Corrective Consequence	Comprehension (see Resources section at the end of the book).
Values	Honesty, Truthfulness, Integrity (Truth)
Key Vocabulary	<i>If you tell a lie, it takes more effort to remember what you said and keep the lie going. If you tell the truth it is easy to remember and you do not have any excess weight on your conscience.</i>
Notes	This can be turned around and focus placed on “trust”. Emphasise to the children that if they earn trust with the small things in life, they get trusted with the big things.
Other Methods	Pupils can be asked to try to think of statements that meet all three criteria: “Is it true? Is it necessary to say this? Is it said with love?” The rest of the class can be the judges of whether the statements meet <u>all three</u> criteria.

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Misdemeanour (29) NAME CALLING

Corrective Consequence Invite the child to keep a feelings diary and the teacher can monitor it at the end of each week or write a letter to the person they are angry with and suggest how their conflict can be resolved. The recipient should also write back expressing how he or she felt when called that name.

Values Self-Control (Peace), Care, Humaneness, Compassion, Thoughtfulness (Love), Respect (Non-Violence)

Key Vocabulary *If we can see only the good in people, everything is beautiful and the world is one big family. When we look for faults in others we are opening ourselves to develop the same faults in ourselves.*

Anecdote The feelings diary is very popular amongst High School pupils as it gives them a peaceful outlet for their emotions. In fact one boy, after seeing his friend do one, came and asked if he too could start a feelings diary.

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Misdemeanour (30) NON PARTICIPATION

**Corrective
Consequence** Visualisation (see Resources section at the end of the book).

Values Hard Work, Responsibility, Dependability (Right Conduct), Interdependence (Love)

**Key
Vocabulary** *We all have something unique and special to contribute and that makes the outcome better for everyone. This visualisation will help you to find what your something special is so everyone can benefit from your contribution.*

**Other
Methods** Devise a task where everyone has something to do and is dependent on each other.
Share everyday examples which highlight the interdependence of things (e.g. food chain, different parts of the body, etc) – what would happen if one part decided not to support others?

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Misdemeanour (31) NOT COMPLETING HOMEWORK

**Corrective
Consequence** Ask the child to design a timetable for his/her time outside school. Included in this the child must identify a clear time frame for completing homework.

Values Responsibility, Time Management (Right Conduct)

**Key
Vocabulary** *At every stage of our life we have certain obligations, which help us eventually to benefit society and ourselves. At this time of your life homework is one of your obligations because it helps you to learn to manage your time, to learn more and to be self-disciplined.*

**Parental
Involvement** Invite the parents to monitor, comment and reward progress in a diary that is checked by the teacher daily.

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Misdemeanour (32) NOT WORKING IN CLASS

**Corrective
Consequence** Comprehension (see Resources section at the end
of the book).

Values Responsibility (Right Conduct)

**Key
Vocabulary** *In life you will have many chances to decide whether to
do something or not. If you decide not to, you are the
one who has to face the consequences.*

*"The secret of happiness is not in doing what one likes,
but in liking what one has to do."*

(Sathya Sai Baba, Summer Showers (1997), p.100)



Where There Is Love

*Where there is love the heart is light
Where there is love the day is bright
Where there is love there is a song
To help when the things are going wrong
Where there is love there is a smile
To make all things seem more worthwhile
Where there is love there is quiet peace
A tranquil place where turmoils cease....
Love changes darkness into light
And makes a heart a 'wingless' flight-
Oh, blest they are who walk in love....
They also walk with God above,
And when man walks with God again
There shall be peace on earth for men.*

(A Helen Steiner Rice Poem)

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Misdemeanour	(33) POSSESSION OF ALCOHOL/DRINKING/SMOKING
Corrective Consequence	Research the negative effects of consuming alcohol/smoking and where appropriate make a presentation to the class or in assembly.
Values	Healthy Living (Right Conduct)
Key Vocabulary	<i>Our body is our temple, so we need to look after it well. If we drink or smoke to make ourselves feel "better" we are missing the chance to connect to the <u>really</u> good feelings that can come from inside ourselves.</i>
Parental Involvement	Inform the parents of the task given and ask them to attend the relevant lesson/assembly.

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Misdemeanour (34) PUSHING IN LINE

**Corrective
Consequence** Write out 5 ground rules to help pupils line up properly and suggest ways in which this can be incorporated. Use it to conduct a lining up drill with the class.

Values Responsibility (Right Conduct), Consideration (Love)

**Key
Vocabulary** *Thank you for bringing it to my attention that the class needs to be reminded of the ground rules for standing in a line. I would like you take responsibility for re-writing the rules and then when you have completed that task, I would like you to conduct a practice drill to ensure everyone understands.*

**Parental
Involvement** During an opportune moment share with parents the successful outcome of ground rules developed by their child.

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Misdemeanour (35) RACIST COMMENT

Corrective Consequence Copy out the poem "Are you greater than the sun?" (see Resources section at the end of the book) for display purposes or write a song on racial unity and perform it in front of the class/assembly.

Values Tolerance, Respect (Right Conduct)

Key Vocabulary *The reason why we do not have peace is because people do not respect each other's beliefs. Let's start with achieving peace right here within ourselves.*

Other Methods Do some research and compile a list of all the similarities and differences between your own culture and the other person's. [It is important for the teacher to discuss this list, **particularly the similarities**, with the child.]
Visualisation on the Light (see Resources section at the end of this book) – uniting the world.

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Misdemeanour	(36) READING UNSUITABLE MEDIA (E.G. ON THE INTERNET)
Corrective Consequence	Write an essay about exploitation/invasion of privacy from the points of view of those using the website and those who are being exploited by having their photographs, etc. put on the site.
Values	Seeing things from others' point of view, Respect for privacy (Right Conduct), Self-control (Peace), Purity (Truth)
Key Vocabulary	<i>It is unfortunate that some people like to make a lot of money by exploiting others who do not have the power or the self-respect to stand up for themselves. By looking at these materials we are encouraging this exploitation – so let us be the ones to break this chain by not participating.</i>
Anecdote	<p>Early Detection of Harmful Websites: Mindfulness of the teacher prevents unnecessary problems from taking place. For example, a teacher reported: I was luckily observing my children as they were exploring the Internet. In response to an assignment, the children were searching for a pop star. Typing in the key words, they found numerous web matches. Unfortunately, a pornographic star's name was also on the list. Consequently, dozens of nude pictures filled the screen. I was observing this whole situation and able to turn the monitor off as soon as I spotted these pictures. If I had not been observing the students at the computer, I am sure there would have been more than a few angry parents calling me.</p> <p>Chang, N. (2001) Is it developmentally inappropriate to have children work alone at the computer? <i>Information Technology in Childhood Education Annual</i>, 247-262</p>

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Misdemeanour (37) REFUSING TO FOLLOW INSTRUCTIONS

Corrective Consequence Ask the children to write a letter to their parents explaining why they chose not to follow instructions.

Values Good Manners (Non-Violence), Interdependence (Love), Humility (Peace).

Key Vocabulary *If we do not have good qualities, everything else is worthless. It is the rules and restrictions that make life more interesting – imagine how uninteresting a game of football would be if everyone did exactly what they liked and nobody followed any of the rules of the game.*

Parental Involvement In the Sathya Sai School in Thailand the Grade 3 English teacher was concerned that the children were being disobedient and not listening to him during his lessons. So he arranged an experiment with the Grade 2 teacher. The Grade 3 children were told that they were invited to Grade 2 to read stories to practise their English. The Grade 2 children had been told secretly to misbehave and not pay any attention to those who were reading to them. This went ahead and the Grade 3 children became very frustrated and upset at the disobedience of their listeners. After some time there was a switch and the Grade 2 children behaved perfectly and listened attentively. In the debriefing after the activity, it became clear that the Grade 3 children had really come to understand how it feels for their teacher when they are disobedient.

Other Methods Group activity - send the child out of the room and prime all the other children not to follow the instructions of this child, when s/he returns to the room. Invite the child to come back and ask him/her to arrange the class in a specific way. Debrief: discuss with the child how s/he felt when no one listened. Ask the other how they felt being disobedient.

Misdemeanour (38) RESPONDING TO PEER PRESSURE

Corrective Consequence Ask the individual or the whole peer group engaged in the pressuring to do either of the visualisations 'Getting in touch with your real self' or 'Opening yourself to finding your unique interest/talent' (see Resources section at the end of the book). Following this, ask them to compile a list of the unique qualities of each member of the group.

Values Self-esteem, Self-awareness (Love) and Respect for others (Right Conduct)

Key Vocabulary *While it is sometimes important to be a part of the group, the most important thing is for each of you as individuals to be who you really are and to use your unique qualities for the good of the group. If you are all following each other to do the same thing, you are not allowing these unique qualities to develop.*

Anecdotes A group of 14 to 16-year-old students at the Sathya Sai School in Thailand, who had been exposed to the SSEHV model for several years of their schooling, were interviewed about their reactions to friends who wanted them to engage in activities they thought were inappropriate. All of the students said that it was extremely important for them to have social interaction but they all agreed that it is important to be discriminatory in their choice of friends and to choose good ones who will not influence them in bad ways. They all said they were happy with their social interactions both at school and at home, although they preferred the company of their school friends who had developed similar kinds of thinking as themselves about what is good and bad. They said that they either choose their friends carefully from amongst those who do not engage in destructive behaviours or try to tell their friends

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not to participate:

"Many students don't obey their mother/teacher. I can tell them to be good/do good. They listen to me and then they stop because they believe their friends more than their parents". (Grade 9 boy).

"They ask me to join [drugs and smoking] but I don't, I just say no. Sometimes I say I'm busy. But I go to 'healthy' entertainment with them". (Grade 10 boy).

Notes

The following quotation indicates the kind of unique individual everyone is capable of becoming. If appropriate, this can be shared with the individual or the peer group to emphasise that true happiness comes from finding the true self and that being alone does not necessarily have to mean being lonely.

[The child of the future] is never lonely because he has found his true self. He knows that happiness means enjoying the things around him, and for that he doesn't have to possess them; that true joy is to possess the wholeness of things, the wholeness of himself and the wholeness of the universe – a wholeness which, since his babyhood, he has never left."

Medhananda (1996), p.78

Other Methods

Do role-playing activities with the whole class to reinforce the idea that peer relationships can be rewarding but they can also be damaging to the growth of the individual, by practising saying no to invitations to join peer activities that they know are not right.

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Misdemeanour	(39) RUDENESS
Corrective Consequence	Self-analysis: Ask the child to re-write the dialogue from the other person's point of view.
Values	Empathy (Love), Respect (Right Conduct)
Key Vocabulary	<i>I would like to you to reflect on this experience and imagine yourself as the other person who is receiving these comments. How would you feel?</i>
Notes	Experience has shown that this type of activity not only helps the children to reflect on their behaviour, but also enhances literacy skills.

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Misdemeanour (40) SHOUTING

**Corrective
Consequence** Visualisation: adjust personal volume (see
Resources section at the end of the book).

Values Peace

**Key
Vocabulary** *It is only when we are quiet that we can really hear our
own inner wisdom.*

**Parental
Involvement** Make parents aware of the visualisation that is
being used at school and encourage its use at home.

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Misdemeanour	(41) STEALING
Corrective Consequence	Comprehension - focus on feelings of victim (see Resources section at the end of the book). Ceiling on Desires – to replace the value of the item.
Values	Honesty (Truth), Hard Work (Right Conduct), Thoughtfulness (Love), Respect for Property (Right Conduct)
Key Vocabulary	<i>Somebody else had to work and sacrifice to have that item. Why do you feel that you have a right to own it without doing any work or making any sacrifice?</i>
Anecdote	<p>The following story gives an example of the power of love and forgiveness as a means of reversing inappropriate behaviour. The extract comes from <i>Forgiveness: The Greatest Healer of All</i> (by Gerald Jampolsky, USA: Beyond Words Publishing, 1999. ISBN 1-58270-020-6, pp. 94-96).</p> <p>Mary is a teacher [in Africa].... In her teaching she spent a great deal of time helping her young students to find ways to communicate with each other without anger and fighting. She emphasised the process of forgiveness. In fact, her students knew her as the “forgiveness teacher”.</p> <p>There was a ten-year-old boy in the school who was a real terror. He fought with everyone and disrupted everything around him. Wherever he went he seemed to break things, though he never accepted any responsibility for what he did. One day he was caught red-handed stealing money from his teacher’s purse. The school principal jumped in and called for an assembly. According to the tradition of the school, the boy would be whipped with a cane up on the stage where everyone in the school could watch. They would make an example of him in this way and then he would be expelled.</p> <p>The entire school assembled in the auditorium</p>

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where the caning was to take place. But as the boy was led out to be caned, Mary stood up. Just as she was about to say, "Forgive him," all the children around her leapt to their feet.

"Forgive him! Forgive him! Forgive him!" the children chanted, until the whole assembly hall was ringing with the message. The boy stared out into the audience and then broke down and began to sob. Suddenly the whole climate of the assembly hall changed.

In the end, the boy was never caned. Nor was he expelled. Instead, he was forgiven and loved. From that day forward, he did not get into a single fight, break anything, steal or been disruptive in any way ... and in the process the seeds were planted for a new, more loving environment in the school.

Parental Involvement

Inform parents that the child has been stealing and discuss ways to encourage him/her to work for things rather than just taking them.

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Misdemeanour	(42) SWEARING
Corrective Consequence	Visualisation (see Resources section at the end of the book).
Values	Integrity (Right Conduct), Respect (Non-Violence)
Key Vocabulary	<i>When we swear it usually comes from negative thoughts. And when we create negative thoughts or words we are doing harm to ourselves as well as those around us. It is better to think for a moment before we react.</i>
Anecdote	<p>[Joshua wanted badly to join the school football team and his parents had decided that at the age of ten he was ready. However, they heard that Joshua had been swearing in reaction to a stressful situation, as the result of the influence of one of his friends.]</p> <p>“We were left with two options. One was to dismiss the [swearing] incident as a one-time occurrence typical of most boys Joshua’s age. We would address it firmly and instruct him of the importance of monitoring the time he spent with his neighbourhood friends. Without making him feel like a failure, we could strongly communicate our concern that he was not ready to be exposed regularly to potentially unwholesome influences and withdraw his registration from the team.”</p> <p>[Joshua’s parents chose the second option even though it was a more difficult choice.]</p> <p><small>From <i>Raising Kids Who Hunger for God</i>, Benny and Sheree Phillips, ISBN 0-8007-9181-9, p.49</small></p>
Other Methods	Choose 5-10 beautiful words you would like to include in your everyday vocabulary. Older pupils may also wish to look into the origins of these beautiful words.

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Misdemeanour (43) TANTRUM

Corrective Consequence Identify a 'time out' area in the classroom and pupils can visit this area at their own choice. However, any work missed must be caught up in the pupil's own time.

Values Self-control, Self-esteem, Patience (Peace)

Key Vocabulary *When we become angry we forget to breathe properly and we do a lot of harm to ourselves. We also look very foolish. It is better to take some time to reflect before we react.*

Parental Involvement For regular users of the 'time out' area keep a record of incidents, share this with parents and jointly develop methods for transformation both at home and school.

Notes Sometimes if children have anger already stored in their sub-conscious minds it is not possible to get rid of this, so instead they have to learn to live with these feelings in peace and harmony – to be aware of them when they arise so when a situation triggers off the stimulus to bring out anger they can watch themselves and avoid it. If somebody behaves with anger it means that they are already suffering inside. If we have love in our hearts, will we cause them to suffer more by reacting with more anger? (Jumsai, 2002, in lecture to Diploma students, Institute of Sathya Sai Education, Thailand).

Other Methods Encourage the child to drink a glass of cold water and lie down. This helps to regulate breathing and redistribute the flow of blood and oxygen evenly through the body (Jumsai, 1997).

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Misdemeanour (44) TEASING

**Corrective
Consequence** Invite the child to make a card for the class which contains a positive comment about each child. Research the number of suicide deaths per year and discuss how hurting another person's feelings could result in serious consequences.

Values Self- esteem (Love and Peace)

**Key
Vocabulary** *I am not sure why you felt the need to tease X and hurt his/her self-respect, but I know that this is not a true reflection of the beautiful person you are inside. Therefore, I would like you to write me a list of at least 10 positive qualities about yourself.
If we take pleasure in the pain of others, it only prevents the inner beauty within yourself from coming out.*

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Misdemeanour (45) THROWING THINGS

**Corrective
Consequence** Ask the child to write a story about someone who throws something and ends up hurting someone.

Values Respect for Property (Non-Violence)

**Key
Vocabulary** *When we do something we need to think first about the consequences of our actions. Did you do this before you threw the ? Why, after thinking, did you make the decision to throw it anyway?*

**Other
Methods** Ask the children to write an animated, Disney-type dialogue where 2-3 inanimate objects come to life. This will help children appreciate that everything has a value and should be respected. These dialogues can be performed as small plays in assemblies.

Ask the child to explain the meanings of the following proverbs, or to find and explain other proverbs that are related to throwing:

- It is only at the tree loaded with fruit that the people **throw** stones.
- When you **throw** dirt, you lose ground.
- The road is smooth, why do you **throw** rocks in front of you? – (Zen proverb).
- You can **throw** the rock, but you will not reach the sun.
- Do not **throw** the arrow which will return against you (Kurdish proverb)

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Misdemeanour (46) UNTIDINESS

Corrective Consequence Appoint the child as the class tidiness monitor and stress the need to show by example, or ask the child to undertake a filing activity in a specific time period.

Values Responsibility (Right Conduct)

Key Vocabulary *We all have a responsibility to keep the room/space tidy as a sign of respect to others who use it. If our space is untidy our mind is more unlikely to be cluttered and we cannot think as clearly.*

Notes “Training children to clean their rooms builds the responsible attitudes they will need later – on the job and at home.”

From *Raising Kids Who Hunger for God*
Benny and Sheree Phillips
ISBN 0-8007-9181-9, p.49

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Misdemeanour	(47) USING MOBILE PHONE ON SCHOOL PREMISES
Corrective Consequence	Write a letter to the person they were calling about other methods of communication.
Values	Self Control (Peace), Respect (Non-Violence)
Key Vocabulary	<i>We have a rule about mobile phones because it is inconsiderate to others to use it at certain times. Also, when we are at school we need to concentrate on what we have to do here, not to be thinking about other aspects of our lives.</i>
Other Methods	'Feeling' visualisation for empathy. Imagine it is an important day for you. You are giving a speech and someone's mobile phone rings how would you feel? What would you do? Class discussion on the interference of mobile phone signals in hospitals, petrol stations, etc.

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Misdemeanour (48) VANDALISM

Corrective Consequence Inform the child that he or she is to shadow the school caretaker for a week during break and lunchtime. Assist in all minor jobs.

Values Gratitude (Peace), Consideration (Love), Gentleness (Love)

Key Vocabulary *Repairing the damage done by vandalism can be very expensive and a waste of time. To show you what a waste of time it is, I want you to spend all of your spare time for a week helping the caretaker to fix the damage done by your act of vandalism and other such acts that waste his time. By giving up your own spare time, hopefully you will learn to value the things other people need and use.*

Parental Involvement Inform parents of the reason why their son/daughter has been given this special task.

Notes This approach helps also to re-enforce respect for the whole school community.

Other Methods Use the Ceiling on Desires* project to help the child appreciate the value of the item damaged.

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Misdemeanour (49) VERBAL ABUSE

Corrective Consequence Use a dictionary to find 10 positive words for each of 5 letters of the alphabet.

Values Self Control (Peace)

Key Vocabulary *One thing we can never take back is a word once we have spoken it. When we abuse somebody verbally it is as bad as abusing them physically. The reason for doing this task is to get you to think about positive words instead of letting negative ones come into your head so easily.*

Notes One reason that many otherwise good people use words irresponsibly and cruelly is that they regard the injuries inflicted by words as intangible and, therefore, minimise the damage they can inflict. For generations, children taunted by playmates have been taught to respond, "Sticks and stones can break my bones but words (or names) can never hurt me." But does anyone really think that a child exposed to such abuse believes it? An old Jewish teaching compares the tongue to an arrow: "Why not another weapon - a sword, for example?" one rabbi asks. "Because," he is told, "if a man unsheathes his sword to kill his friend, and his friend pleads with him and begs for mercy, the man may be mollified and return the sword to its scabbard. But an arrow, once it is shot, cannot be returned." The rabbi's comparison is more than just a useful metaphor. Words can be used to inflict devastating and irrevocable suffering. A penitent thief can return the money he has stolen; a murderer, no matter how sincerely he repents, cannot restore his victim to life. Similarly, one who damages another's reputation through malicious gossip or who humiliates another publicly can never fully undo the damage.

Words That Hurt, Words That Heal: How to Choose Words Wisely and Well" by Rabbi Joseph Telushkin

downloaded from <http://www.libertyhaven.com/theoreticalorphilosophicalissues/ethics/.shtml>

**Other
Methods**

Testing Your Speech:

There is no area of life in which so many of us systematically violate the Golden Rule. Thus, if you were about to enter a room and heard the people inside talking about you, chances are what you would least like to hear them talking about are your character flaws and the intimate details of your social life. Yet, when you are with friends and the conversation turns to people not present, what aspects of their lives are you and your companions most likely to explore? Is it not their character flaws and the intimate details of their social lives?

If you do not participate in such talk, congratulations. But before asserting this as a definite fact, try monitoring your conversation for two days. Note on a piece of paper every time you say something negative about someone who is not present. Also record when others do so, as well as your reactions when that happens. Do you try to silence the speaker or do you ask for more details? To ensure the test's accuracy, make no effort to change the content of your conversations throughout the two-day period and do not try to be kinder than usual in assessing another's character and actions.

Most of us who take this test are unpleasantly surprised.

Words That Hurt, Words That Heal: How to Choose Words
Wisely and Well" by Rabbi Joseph Telushkin

downloaded from <http://www.libertyhaven.com/theoreticalorphilosophicalissues/ethics/.shtml>

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Misdemeanour (50) WASTING RESOURCES

Corrective Consequence Ask the child to collect data (e.g. through a survey) about the quantity of [the resource] wasted and from this to make estimates of the quantity wasted by one person in a day/month/year/lifetime and the quantity wasted by the whole school/community.

Values Environmental Care (Non-Violence)

Key Vocabulary *There is only a limited supply of natural resources on our planet and we have not been using these resources wisely. If everyone uses only his/her share there will be enough for everyone, but if even one person is wasteful it will make a difference to everyone.*

Anecdote Children in a Year 6 class were in the habit of wasting paper. As part of a mathematics exercise their new teacher asked them to calculate how many books per year they collectively wasted. This was multiplied by the number of classes in the school and the number of schools in the area. A national perspective was developed by multiplying the number of areas and this resulting number, now into several hundred thousands, was converted in trees per year! Needless to say the children became more vigilant not to waste paper.

Resources



PASSAGES FOR COMPREHENSION

One of the most powerful ways to teach children a lesson is through stories. We have listed a few examples below. We suggest that you collect a series of inspirational stories (including biographies of famous people, fables, fictitious stories, etc.) and have them available when there is a need for a child to reflect on the consequences of his/her actions.

Cheating

Tommy was a smart boy but he was lazy. Instead of doing his homework or revising for a test, he would play with his toys. Everyday he used to say, "I'll do it tomorrow!" But when tomorrow came he would not bother. During lunchtimes, and even sometimes during the lesson, he would copy his friend's work. His friend didn't like him copying but Tommy was his friend after all. Tommy and his friend always got the best marks in the class.

One day, the teacher decided to give the class a surprise test. Miss Sparrow was so confident that Tommy and his friend would get the best marks and they did...how? When Miss Sparrow wasn't looking Tommy quickly copied his friend's work. Tommy's friend was so annoyed but Tommy was his friend after all.

The head teacher was so impressed with Tommy and his friend that he entered them both in a school competition. Tommy loved all the attention and was confident that he and his friend would win the trophy. On the day of the contest, Tommy's friend fell ill and was unable to attend, so Miss Sparrow asked Natasha to take part with Tommy. Natasha was a hard worker but she made careless mistakes. The papers were handed in, now all they had to do was to wait for the results.

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One week later, Natasha and Tommy were called into the head teacher's office. He looked very serious. The school had had a letter from the competition organisers. The letter said that they felt Natasha and Tommy had cheated in the competition as both their papers were identical. Tommy looked out of window to avoid looking at the head teacher in the face. Natasha went red. After a lot of discussion, the head decided it must have been Natasha who cheated as Tommy always got good marks. Natasha pleaded innocence but no one listened. Tommy's friend and Tommy knew Natasha was telling the truth.

Tommy found it very difficult to sleep at night. He kept dreaming of the competition and Natasha being called a "cheat" by the other children. The next day he went into school and confessed to his teacher. Everyone was very cross and it took Tommy a long time to convince anyone that he was telling the truth.

- a) Why did Tommy cheat?
- b) How did his friend feel about him cheating?
- c) What was Natasha accused of? Was this fair on her?
- d) How do you think Natasha felt?
- e) Why couldn't Tommy sleep at night?
- f) How do you think Tommy felt when he told the truth?

Not Concentrating

The following story illustrates the importance of keeping the 'monkey mind' occupied so it cannot get into mischief (Jumsai and Burrows, 1991, pp.84-85)

There was once a young man digging in his garden. Suddenly he came across something hard buried in the ground. He dug it out and, being curious to find out what it was, he quickly cleaned off the earth and started to wipe it with a cloth. It turned out to be an old oil lamp. As he wiped it, smoke appeared which took the form of a genie. The genie spoke to the young man. "Thank you for freeing me. In return I will serve you. You can ask me to do anything but there is only one condition: if you stop using me at any time,

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"I will eat you up!" The young man thought about this and very quickly decided that it was a good idea to have a servant and he was certain he could keep the genie occupied all the time, so he agreed. The genie then said, "Master, tell me what you want but remember, if you don't use me I will eat you up." The young man replied, "I want a castle to live in." Immediately, the genie materialised a castle. The young man was shocked; he had imagined that the genie would take a year or so to build the castle. So he had to think quickly what to ask the genie. "Build me a wide road to the castle." Immediately it was done. "I want a beautiful garden surrounding the castle." Again his wish was granted. "I want..." So the young man continued, but he was getting very worried that he would soon run out of things to ask for; also he knew he would not be able to live in his castle as he had to keep the genie busy all the time. Finally, the young man thought of a solution. He asked for a very tall pillar, which immediately materialised. He told the genie to climb slowly to the top and told him, "When you get to the top, climb slowly down again. When you get to the bottom climb up again...and continue doing this." The genie had to climb slowly up and down all the time. The young man sighed with relief, he was now safe. The genie was kept busy so the young man was able to live in his castle and live happily ever after."

- a) Why did the young man need to keep the genie occupied? What would happen to him if the genie was not occupied?
- b) Imagine that the genie is your mind. Why do you have to keep your mind concentrated rather than letting it run wild like the genie?
- c) What are some of the wonderful things that our minds can achieve when we allow them to concentrate?
- d) If your mind is like the genie and it needs to be kept under control instead of running up

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and down the pole, what are 3 things you can do to keep it focused when it starts to wander?

Lying

Below are two stories about George Washington. The first one is the original story. In the new version, George said he only chopped down part of the tree so he was not lying. If you were George's father, would you punish him for the first story or the new version? Give 3 reasons for your answer. Do you think George was right to tell a lie to save himself from embarrassment? To save his mother from being shocked?

George Washington and the Cherry Tree

(For those who are not familiar with the story of George Washington and the cherry tree, let me give you the 30 second version. George Washington, the first President of the United States, was known for his truthfulness, even as a child. The story tells that young George chopped down a cherry tree and when his father asked him about it, he told his father the truth. George was not punished because of his truthfulness. You can figure out the moral of the story.

Now, imagine if this happened in today's world

The new version

"George Washington, did YOU chop down the cherry tree?"

"No, Dad."

"I think you are lying."

"No, no, no! I swear I did NOT chop down the cherry tree."

"Son, I saw you out here with your axe. Your punishment will be much worse for you if you lie. Now, tell me the truth!"

"Dad, I answered your question truthfully. Still, I must take complete responsibility for all my actions. While my answer was legally accurate, I did not volunteer information.

"Indeed, Dad, I did cause the cherry tree to be lying on the ground.

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To do this was wrong. It constituted a critical lapse in judgment and a personal failure on my part for which I am solely and completely responsible.

"I know my answer to you gave a false impression. I misled you, my own father. I deeply regret that.

"I can only tell you I was motivated by many factors. First, by a desire to protect myself from the embarrassment of my own conduct. I was also very concerned about protecting Mom from this shock. What I did, Dad, was use a saw to cause the cherry tree to fall. Only after the tree was already down did I go get my axe to chop off individual branches. So, I chopped off branches but sawed down the tree. Look at the saw cut on the stump and the axe cuts on the branches. Therefore, legally, I told the truth."

downloaded from <http://www.geocities.com/CollegePark/6174/gw-cherrytree-new.htm>

Lying

The teacher was angry and all the students looked quickly at each other, wondering who was the culprit. Only Robert knew, because he was the one who had sneaked into the classroom during the recess break to get his football and, not being able to resist just one kick, had knocked over the vase of flowers on her desk and broken it. Everybody knew that there would be serious trouble for the culprit, because the classroom was out of bounds during break times, but Robert was confident that nobody had seen him and he would never be caught. Besides, if he owned up he would probably not be allowed to play football in the school team this weekend, and he loved his football games more than anything else. Miss Brown looked directly at each pupil, one by one, and asked each one if he or she knew what had happened. Robert knew that when it came to his turn he could look directly into Miss Brown's eyes and tell her that he knew nothing about it, just as his classmates were doing. He KNEW that he could get away with it – all he had to do was to keep calm and look firmly into her eyes. When it came to his turn, this is just what he did. He looked straight at her eyes, without blinking. Then suddenly all sorts of thoughts flashed through his head. What if somebody really had seen him in the classroom and Miss Brown found out, then the punishment could be even worse because he had lied. What if she blamed somebody else from the class and they

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were punished instead? And Robert changed his mind. "I did it", was all he said. He was expecting Miss Brown to be very angry and probably to send him to the principal or even to call his parents. But instead, she smiled at him. "I am very relieved that you have told me the truth," she said, "because it takes far greater strength to be truthful than to tell a lie. Of course I will have to punish you for being in the classroom when you were not supposed to, and I would like you to save up the money to replace the vase, but to show you how proud I am that you told the truth, I would like you to be captain of the class football team when we play against Grade 6 next week."

- a) Who broke the vase?
- b) Was it an accident or deliberate?
- c) Why did Robert feel afraid to confess?
- d) What happened to make Robert change his mind?
- e) How did the teacher react to his confession?
- f) Explain whether you think the writer was right or wrong to confess and give reasons for your answer.
- g) Explain whether you think the teacher was fair or unfair to reward the writer and give reasons for your answer.

Stealing

Peter was the only person in the cloakroom when Sarah arrived at school. As she hung her bag on the hook next to his, she saw that he was putting a brand new Gameboy into his bag. Sarah was surprised to see him with it because she knew that his family didn't have very much money. But her family didn't have much money either and she would dearly have loved to have a Gameboy of her own. All through the morning she could not concentrate on her work because she was thinking about the Gameboy. As she thought about it, she became angrier and angrier. "Why should Peter have something that I want so badly?" she asked herself, over and over again.

At lunchtime, Sarah was the last person to leave because it was her turn to tidy the bookshelves. She suddenly realised that she was alone in the room and the temptation became too strong. "Why should he have a Gameboy? He doesn't deserve it," she muttered to herself, as she quietly slipped into the cloakroom and took it from

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Peter's bag, hiding it underneath the homework in her own bag. All day she was worried that she might be caught but at the end of the day she grabbed her bag along with all the other children and ran all the way home. She was so relieved! She had got away with it and nobody would ever know. All night she played gleefully with her new Gameboy.

The next day, Peter was not in class. Miss Smith explained to the class that he would be away for some time in the coming weeks. This was because his little brother was in hospital, dying of cancer, and Peter was taking time off school to spend time with his brother and play games with him to help to pass the time. Sarah did not know it but Peter had saved the money from his early morning paper rounds, going out in the cold and rainy early mornings so he could buy the Gameboy to help to make his brother's last few days happier.

- a) Why did Sarah think it was okay for her to take Peter's Gameboy?
- b) How did Sarah feel to know that she had got away without being caught?
- c) Write the story from Peter's point of view and describe how he felt when he discovered that the Gameboy he had worked so hard for, to make his brother's last days happier, had been stolen.
- d) Now put yourself in the position of the person from whom you stole. Write a story from the point of view of that person, describing how s/he might have had to work hard to get that thing, what it might have been needed for, and how s/he might feel as the result of the theft.

Not working

The Ant and the Grasshopper: An Aesop Fable Retold by Rose Owens

One summer day a grasshopper was singing and chirping and hopping about. He was having a wonderful time. He saw an ant who was busy gathering and storing grain for the winter. "Stop and talk to me," said the grasshopper. "We can sing some songs and dance a while."

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“Oh no,” said the ant. “Winter is coming. I am storing up food for the winter. I think you should do the same.”

“Oh, I can’t be bothered,” said the grasshopper. “Winter is a long time off. There is plenty of food.” So the grasshopper continued to dance and sing and chirp and the ant continued to work.

When winter came the grasshopper had no food and was starving. He went to the ant’s house and asked “, Can I have some wheat or maybe a few kernels of corn. Without it I will starve”, whined the grasshopper.

“You danced last summer,” said the ants in disgust. “You can continue to dance.” And they gave him no food.

There is a time to work and a time to play

Downloaded from <http://www.civprod.com/storylady/stories/AesopFables.htm>

- a) What did the grasshopper want to do during the summer?
- b) What did the ants want to do?
- c) Why did the ants want to do this?
- d) What happened to the grasshopper when winter came?
- e) Why did this happen to him?
- f) Was it fair of the grasshopper to expect the ants to give him food? Why/why not?
- g) What message does this story give us about life?
- h) What does it mean by ‘There is a time to work and a time to play’?

Gossiping

A group of friends sat together in the coffee shop.

“Did you hear about Susan? My Mum said her father’s lost a lot of money and they have to sell their house.”

“Serves her right, anyway, she’s always boasting about everything she’s got.”

“I heard that she told Jenny that she might even be moving to another school.”

The group drew closer and the gossip continued, switching from one absent classmate to another. Nobody worried whether the stories were true or not, or whether it might be hurtful to the people they were talking about. It was just harmless gossip and no harm could come from it.

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Eventually the gossip switched to the topic of Jane's brother, who had been suspended from school. Suddenly, Kathy, who had been joining eagerly in the gossip, stopped and looked sternly at the group. "Jane is my friend," she said firmly. "I know how upset she is about this and I don't want to listen to gossip about it."

The gossipers were stunned – so stunned that they immediately stopped talking and very soon departed in uncomfortable silence. Although nobody said so, they all suddenly realised that their gossip could be hurtful.

Taprina Milburn had a similar experience to this and she has written an article called 'Innocent Gossip' (<http://jamesfriesen.tripod.com/thewayemagazineonlinemagazine/id8.html>). She suggests that if we fill our minds with good things about a person it is impossible to think or say hurtful things about them at the same time.

She shares what she has learned about gossips:

- ◆ A gossip may be fun to listen to, but cannot be trusted enough to build intimate relationships with.
- ◆ No matter how jolly a person seems, gossip and criticism reveal on the outside what is going on in the inside - negative thinking and hatred.
- ◆ Gossip and criticism are used to make us feel better about our positions in life - we feel good when someone else is worse off.
- ◆ Criticism of other people will eventually spill over into our own family. The more we see wrong in people with whom we work or mingle, the more critical our eyes become at home.
- ◆ Gossip and criticism pull down your spirit. "Garbage in, garbage out," a friend's mother used to say. Listening to gossip can be as harmful as speaking it. It changes the way you look at and feel about people.

She suggests some ideas to help stop gossiping:

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- ◆ Make a commitment with your circle of friends to lift up people instead of tearing them down.
- ◆ Firmly tell the messenger you do not want to hear gossip. Be prepared for the relationship to change.
- ◆ Examine what you fill your mind with. Does your mental diet consist of tell-all books, despondent music or television programmes that portray the bad side of human behaviour?
- ◆ Choose friends carefully. The special part of friendship is being able to confide in each other during rough times. This is unsafe if your friend is known to gossip. If you are a known gossip, people will not trust you.
- ◆ Make it a daily goal to think before you say something about someone. Ask yourself: What is my motivation?
 - a) Should we listen only to gossip about and criticism of people we do not know or do not like? Give 3 reasons for your answer.
 - b) What happened to make the author change her mind about gossiping?
 - c) List 3 strategies from this article that you can use instead of gossiping.
 - d) Write a commitment to stop gossiping and only think of the good things about people. Put this in a place where you can see it every day, such as on your desk.

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VISUALISATIONS

We suggest that you record these visualisations on audio-tape. Then individual pupils can listen to them with headphones. We also recommend that you ask the pupil/s to listen to a particular visualisation every day for at least a week, as one-off sessions will not have sufficient impact on re-programming the subconscious mind.

Not paying attention

Close your eyes and focus your attention on the darkness behind them. The reason for this visualisation is to help you to improve your concentration and listening skills in class. This will enhance what you learn from the class and it will also enhance your consideration for your teacher and your classmates. Focus your concentration behind your eyes for a few moments. This one-pointedness will help you to concentrate better. Now take your concentration to your ears. Allow them to be filled with a sensation of warmth, like warm salty water. This will help to make your ears more receptive to what is being spoken in class. Now allow the feeling of warmth to fill your whole head, while still focusing your concentration behind your eyes. When you open your eyes you will find that your mind and your ears are more focused and you will no longer feel the need to talk in class.

Swearing

The purpose of this visualisation is to remind you that if we speak bitter words they can leave a bitter taste in our mouths and that we are the ones to suffer from this, not anyone else. Take some slow, deep breaths and each time you breathe out, feel yourself relaxing more and more. After several breaths, take your concentration into your head and then focus it on a point behind your closed eyes, watching this space as if it is a movie screen. In your mind, re-play the situation in which you were caught swearing. Watch it behind your eyes, as if you are watching a movie. Replay the whole situation, right from the beginning. Remember everything that was said or done to you and everything that you said or did. Next, concentrate your attention on the emotions that you felt in this situation.

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Remember the emotions clearly and allow them to build up strongly, until you feel that you are right in the middle of them.... Now concentrate on bringing these emotions into your mouth. Let them build up and build up, until you can taste the feelings. Think about whether this is a nice taste or not. Now think of the words you said when these emotions were strong. Words spoken with strong emotion have the taste of the emotion itself and once we have spoken them we can never take them back, never really get rid of the bad taste in our mouth.... Now imagine your favourite taste and imagine that you are allowing this taste to fill your whole mouth, and hold it there for a few seconds. Say to yourself, "I will always remember to keep this taste in my mouth so that bitter feelings or bitter words cannot spoil it."

Getting in touch with your real self

Begin with a few slow, deep breaths to encourage relaxation. Take your concentration deep inside your chest. Hidden there is your true self. This is the part of you that knows no fear and is always courageous. It is the part of you that never knows loneliness because it always knows love. It is the part that knows no attachments to external things because it is always complete within itself. Hold your attention on that deep, inner part of yourself and imagine that a beam of light is shining down through the top of your head onto that spot. Continue to allow the beam to pour onto that spot. Watch as the light touches your inner self and allows it to expand, like a flower opening. As the flower unfolds, your inner self grows and grows, larger and stronger, until it fills your whole body and your mind and your emotions with an intense feeling of peace and love. This is the time when you can trust yourself the most, to make the best decisions, and to have your own strength and completeness. Open your eyes slowly in your own time and appreciate the inner strength you have unlocked.

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Lack of participation

There are different reasons why students do not participate. One is because they lack confidence or feel they do not have a worthwhile contribution to make. For these children, it is important to help them see how important and necessary their contribution is to the outcome of the whole.

Close your eyes and picture the classroom. Imagine that you can see yourself and your classmates sitting in your regular places. Now raise your eyes to a level above your heads and imagine that hovering above your heads is a huge, complicated machine. It is very new – the metal is bright and shiny and it has lots of cogs and wheels and funnels – it looks a bit like a machine from a cartoon. As you watch the machine, it slowly starts to operate. First one cog starts to turn, that one starts up the next, then the next, and so on, until everything is running smoothly. As you look at the machine, try to imagine which parts are like your different classmates. Some parts are big and noisy, and look as if they are the most important. Some are a little bit slow and are not fully pulling their weight. Some look very tiny and quiet, as if they are not making any contribution at all, but when you look very closely you can see that these quiet, insignificant parts are actually very important for holding the machine together and making it run smoothly. While you are watching these parts, identify the one that is the most like you. Are you the bright, shiny part? The noisy one that makes a lot of fuss? The lazy one that lets the others do more than their share? Or the quiet, insignificant one that really has something special to contribute? Spend some time just watching the part of the machine that best represents you.... Now imagine that this part suddenly stops working – just like that, it suddenly stops. Watch the machine and see what happens to it, observe the noises it makes and whether it continues to work smoothly or not Now imagine that your part starts up again – slowly at first, then becoming faster and stronger. What happens to the machine now as you start to work again?.... Now bring our concentration back to your classmates sitting beneath the machine. Again think about which person is the most like the different parts of the machine. In the deepest part of your mind, store the memory of this visualisation so you will always remember in any class activity how important your contribution is to the whole.

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Another reason for not participating can be lack of interest in or engagement with the tasks or activities. In this case, the challenge for the teacher is to help the pupil to identify what his special interests/talents are, so that s/he can be given learning experiences to suit his/her needs.

Opening yourself to finding your unique interest/talent

Allow yourself to become relaxed and comfortable. Take a few minutes to concentrate all your attention on your breathing. Consciously allow it to slow down to a steady, even flow. As you breathe in, feel your entire body and mind filling with clean fresh air which will help to give clarity to your thinking. As you breathe out, expel any stale air or negative thoughts which might interfere with your thinking.

Place your hands on your heart area and feel the warmth that they create around your heart. Then place your hands on your forehead and allow their warmth to fill your head. Next place them on your solar plexus and let the warmth flow into that area. When you feel that you are filled with warmth it will be easy for you to incubate your thoughts and ideas.

Imagine that you are inside your own mind and that it is like an archive filled with rows and rows of shelves. Stored on these shelves is all the knowledge and wisdom that your higher intelligence has accumulated and stored for many years – knowledge of which your conscious mind has retained only the smallest fraction. Deeply stacked away on one of the shelves is the information you are seeking, about your own unique and special talent, and the immediate goals which can help you towards fully developing this talent. Ask the keeper of the archives to help you to find what you are looking for. Feel yourself being guided to the appropriate shelf and finding the book or container where the information is stored. As you open the receptacle, ask yourself the question, “What is the talent or interest that I am looking for to make my life complete and meaningful?” Open the book or container and look inside. There you will find something which will give you what you are seeking. It might be an object, or a word, or a thought. If you cannot see this clearly, do not be concerned. As long as you keep your mind

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open, the message will become clear to you, perhaps not straight away, perhaps tomorrow, or next week. It might be revealed through a thought that you have, through a dream, through somebody you meet, or something you read about. You can be confident that when the time is right for you, the message will be delivered loudly and clearly.

When you are ready, return the container to its place on the shelf and thank the keeper of the archive for helping you. Slowly leave the place and return your awareness to the room where you are sitting. Move your fingers and toes slightly, then stretch your arms and legs to make certain that your awareness is fully back in the room. Please remember, do not be disappointed if the answers to your question do not appear immediately. Remain patient and open-minded, and you will be amazed at the way in which they are revealed to you.

Adjusting the volume from shouting

When you have completed some slow, deep breathing exercises to put yourself into a relaxed state, bring your concentration into the centre of your chest. Focus on a point there, with all of your concentration. As you focus, think about the silence that is there – feel yourself moving closer and closer to that silence until you are right in the middle of it and surrounded by it. Be aware of the sense of peace you feel in that silence. Spend some time just being aware of the value of silence and quietness on the inside and the outside. Now bring your awareness to the area surrounding your mouth and tongue. Concentrate on bringing the quietness up to this area until your whole mouth, tongue and throat are filled and surrounded by the quietness. Think of the words, ‘Silence is golden’ and imagine that you are filling your mouth with a golden colour. Think to yourself, “Whenever I feel it is necessary to shout or be noisy, my subconscious mind will remind me that the golden colour is there and I will adjust my speaking volume to a level that is polite and easy to listen to.” As you bring your awareness back to your surroundings, do so in the knowledge that this golden light will stay with you and that whenever you feel the need to shout you will remember it.

Visualisation on the Light

In SSEHV a particularly powerful and beneficial form of silent sitting is used at least once a day or more with children of all ages as well as adults. The Light Visualisation is in fact fundamental to the SSEHV Programme. It allows the child to progress safely through the three stages described by Sathya Sai Baba as necessary for contacting the super-conscious mind: concentration, contemplation and meditation (where meditation simply means the state of being in touch with one's own super-conscious mind). The following extract appears in many SSEHV materials but, in this instance, has been adapted from The Five Human Values and Human Excellence by Art-ong Jumsai Na Ayudhya (Bangkok: International Institute of Sathya Sai Education), pp. 83-88.

This is a valuable exercise to do with children on a regular, preferably daily, basis. The light is very important because it is associated with knowledge, wisdom, power and warmth - it literally dispels darkness.

Imagine that there is a light in front of you. If this is difficult to imagine we may light a lamp or a candle and place it in front of us, then open our eyes and look at the flame for a short while. Then we should close our eyes and try to visualise this light. Now using your imagination, bring this light to the forehead and into the head. Let the head be filled with light. Then think, "Whenever there is light, darkness cannot be present. I will think only good thoughts". Now bring the light down to the area near the heart and imagine that there is a flower bud there. When the light reaches the bud, imagine that it blossoms into a beautiful flower, fresh and pure: "My heart is also pure and full of love". Now let the light travel down the two arms to the hands. Let these hands be filled with light: "Let me do only good things and serve all". Now the light is moved through the body and down the legs to the feet: "Let me walk straight to my destination, let me walk only to good places and to meet with good people". Now continue to move the light back up to the head and into the eyes and let your two eyes be filled with light. Again concentrating on the light, think "Let me see the good in all things". Slowly move the light to the ears. Let the ears be filled with light

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and think, "Let me only hear good things". From the ears move the light to the mouth and tongue. "Let me speak only the Truth, and only what is useful and necessary". Now imagine that the light is radiating from your being to surround your mother and father. They are now full of light. "May my mother and father be filled with peace." Now radiate the light to your teachers and send it out to your relatives and friends. Let it expand out into the whole world to all beings, animals and plants everywhere. "Let the world be filled with light; let the world be filled with love; let the world be filled with peace". Remain immersed in this light and send it out to every corner of the universe and think to yourself, "I am in the light...the light is in me...I AM THE LIGHT".

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POEMS

Our Deepest Fear

(Shared by Nelson Mandela during his 1994 freedom speech)

*Our deepest fear is not that we are inadequate.
Our deepest fear is that we are powerful beyond measure.
It is our light, not darkness that frightens us most.*

*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 is nothing enlightened about shrinking so that
other people won't feel insecure around you.
We are born to make manifest the glory of God that is 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.*



Are You Greater Than The Sun?

by Sarah Ting, <http://www.worldunityinc.org/>

*Are you greater than the sun,
That shines on everyone?
Black, brown, yellow, red and white,
The sun does not discriminate.*

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OTHER USEFUL TEXTS/QUOTATIONS

(This can be used for the children to copy, make posters, share...but most of all, internalise).

- ◆ *A quote to motivate excellence and curb unhealthy competition*

“Excellence is not competition with others but competition with your own self. Excellence is not doing extraordinary things but doing ordinary things ‘extraordinarily well’. Excellence is not doing one thing better but doing 100 things 1% better.”

Sathya Sai Baba

- ◆ *For rude children or those who consider themselves to be very important, sometimes at the expense of others' feelings*

The six most important words: **I admit I made a mistake**

The five most important words: **You did a good job**

The four most important words: **What is your opinion?**

The three most important words: **If you please**

The two most important words: **Thank you**

The one most important word: **We**

The least important word: **I**

- ◆ *A poem very useful for children who ask “What’s the point?”*

Anyway

(source unknown)

People are unreasonable, illogical and self-centred.

Love them anyway.

If you do good people will accuse you of ulterior motives.

Do good anyway.

If you are successful, you win false friends and true enemies.

Succeed anyway.

To Teach, Not to Punish

The good you do will be forgotten tomorrow.
Do good anyway.

What you have spent years building might be destroyed
overnight.
Build anyway.

People really need help but may attack you if you help them.
Help people anyway.

Give the world the best you have and you will get kicked in the
teeth.
Give the best you have anyway.

◆ *For children who need to journey inside themselves*

“Cease trying to work everything out with your minds, it will get you nowhere. Live by intuition and inspiration and let your whole life be a Revelation.”

Eileen Caddy
Footprints on the Path

◆ *For children who find it difficult to accept different people's opinions*

“Your map is not necessarily the territory. Other people may have different perceptions, aspirations, beliefs, values and interpretations. There is more than one version of reality. You do not have a monopoly on the truth. We all delete, distort and generalise in different ways. Some work, some don't. It's a big world out there – old habits die hard!”

◆ *A story to encourage positive choices*

An old man appeared on a popular television programme. He had received a prize for having won a contest. He stole the show with

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his exuberant spirit and quick wit.

"It's easy to see," remarked the admiring master of ceremonies, "that you are a very happy man. What's the secret of being as happy as you are? Let us zero in on it."

"Why, son," the old man answered, "it's as plain as the nose on your face. When I wake up in the morning, I have two choices. One is to be unhappy. And I want you to know, son, I'm not as dumb as I look. I'm smart enough to choose happiness. I just make up my mind to be happy...that's all there is to it."

(taken from *Management Thoughts*
by Promod Batra and Vijay Batra)

◆ *To raise self-esteem*

"There is no situation that could ever confront you that cannot be solved. Life takes on real meaning when you set values for yourself, regard yourself as worthwhile and elevate your thoughts to things that are of God-good. There is a Higher Power. Turn to it and use it; it is yours for the asking."

Brian Adams, *How to Succeed*

◆ *To calm an individual down*

"Be at peace and see a clear pattern and plan running through all your lives. Nothing is by chance."

Eileen Caddy

◆ *To raise standards and aspirations*

"Every job is a self-portrait of the person who did it. Autograph your work with excellence."

Anon

"When you reach for the stars you may not quite get one, but you won't come up with a handful of mud either."

Anon

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“If you can dream it, you can do it.”

Walt Disney

“Act as though it were impossible to fail.”

Anon

◆ *To encourage co-operation*

“Goals are met when we co-operate our efforts with those of others.”

Anon

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Some Suggestions For Further Research



Discipline is a fascinating area to research and the following questions can be used as a starting point to guide teachers and student teachers to undertake classroom-based research.

- What 'punishments' have you used that have had a transforming effect on the child's behaviour or gone to the child's heart?
- What role can quotations play in corrective behaviour?
- Can group conflict be resolved through a focused group activity?
- Does parental support in disciplinary measures ensure an effective outcome?
- How can a human values approach to disciplinary measures aid learning?

If you would like support to investigate these questions further please contact us at teachlove@virgin.net

To Teach, Not to Punish

*Teachers frequently react to students' misdemeanors with punishment when in fact responding to create a 'win-win' situation is more likely to tackle the source of the problem and provide a lasting solution. **To Teach, Not to Punish** provides a handy reference for teachers who seek not to punish but rather to educate and transform.*

By using a human values approach to classroom discipline, teachers can help their students to understand and practise the values essential to cultivate character, develop self-discipline and self-confidence, assume responsibility for their actions, and act with regard for the rights, life and dignity of all persons.

The techniques in this book are based on the Sathya Sai Education in Human Values model, which seeks to elicit the values inherent in every student's higher levels of consciousness so that these values are expressed in their behaviour. It is not just about behaviour modification but rather a progression from outer measures to inner strength.

The book considers 50 common misdemeanors that occur in schools and suggests what action teachers may take and key vocabulary they may use. This book is a useful companion for teachers as well as for others who are responsible for children and young adolescents.



Sathya Sai Education in Human Values