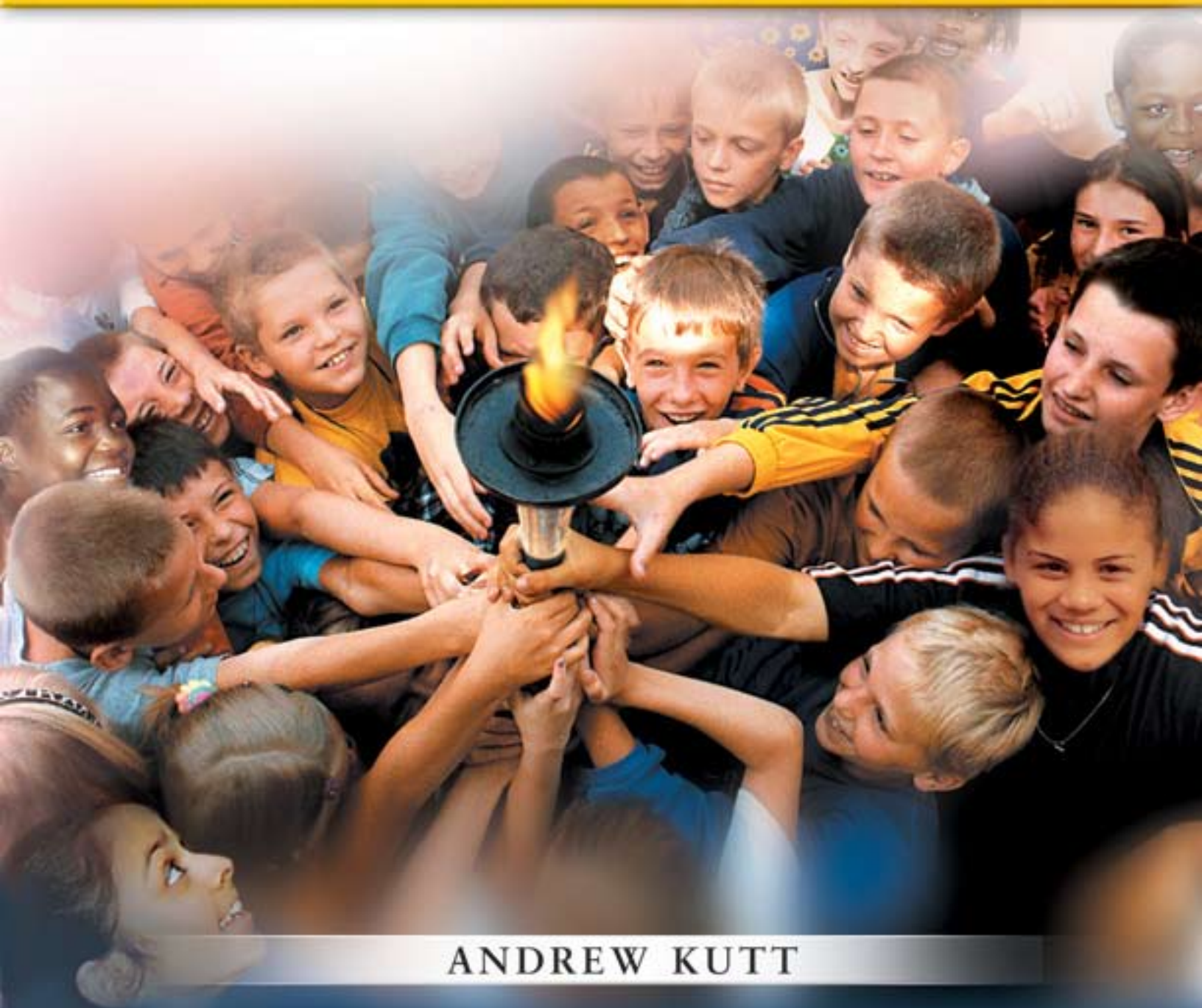


Living in Harmony

**Empowering Children to Become
World Harmony Builders**



ANDREW KUTT

LIVING IN HARMONY

*Empowering Children to Become
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Illustrations by Radha Honig

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Introduction

Living in Harmony is intended to provide a pathway for students and teachers towards the goals of fostering greater harmony in their schools, in their communities and in the world. There are two primary aspects of our experience as human beings – an inner, personal, and individual aspect; and an outer, social and communal aspect. In order to build a world of greater harmony, we must first establish some measure of harmony in our own personality. Then we must learn the skills of creating harmony in our relationships with others. With a sense of harmony within ourselves, combined with the tools necessary to create harmonious relationships with others, we have the resources with which to build harmonious communities – both local and global.

Living in Harmony focuses on these aspects of human development. The inner aspect is addressed in Part I and the outer aspect is the focus of Part II. In Part I, we explore ten ways for students to get in touch with their own inner world – that is, with their own feelings, thoughts, and dreams. The first and primary relationship we have is with ourselves. It is on this relationship that all of our other relationships hinge. Children who are balanced, confident, sensitive individuals with a healthy self-image are more likely to have positive and productive relationships with others. Their ability to accept who they are, to appreciate their own talents, and to express their feelings and ideas in constructive ways will directly affect their capacity to be caring, understanding, and communicative partners with others.

The first ten chapters of this book present a broad spectrum of activities designed to help foster and guide this inner aspect of development. Studying the curriculum of the inner life is different from studying math, reading, geography or science. When we teach ‘normal’ academic subjects, we look to books and to the world around us. To help students study the subject of their inner world, we turn their attention to their feelings, ideas, dreams and visions. To study academic subjects, we encourage students to use their minds, and the aim is to gain knowledge and skills. To study the inner life, we must help students make a connection to their own private selves - their hearts and souls. The aim here is to help them gain wisdom, peace, and the development of their nobler qualities. The ‘inner’ curriculum is about helping students become more aligned with their own source, in order that they may attain greater happiness and be of better service to the world.

The second ten chapters of the book help teachers and students move from the realm of the personal to the realm of society. These chapters are aimed at

building what Riane Eisler would call partnership skills - that is, skills in building relationships based upon mutual trust, respect, and communication. The relationships built by means of partnership skills are ones undertaken with a clear understanding of the common benefits working together can bring. Some partnership skills have to do with helping students gain a better understanding of the geography and the history of the world, so that they are able to begin to place their own culture, perspectives and opinions into a broader global context. Other partnership skills, such as cooperation skills and conflict resolution skills, focus on helping students learn to weave the fabric of relationships – communication – into productive results. Still other partnership skills have to do with helping students develop their inborn human capacity for caring, compassion, and empathy. All of these partnership skills comprise the larger building blocks of leadership qualities that students can develop with the ultimate purpose of building a peaceful and just society on earth.

The language of *Living in Harmony* is directed at students. In other words, it is written to bypass the need of the teacher to interpret the lessons and to put them into child-oriented language. It is intended to be less like an instructional manual for teachers and more like a storybook. The teacher of students in grades 1-3 can simply read the book aloud to the students. Students in grades 4-6 can read some sections silently, but they will benefit from reading aloud to each other, or teachers of students in these grades can read the entire book aloud to the students. Students in grades 7 and 8 can read some sections silently on their own, read other sections aloud to each other, or they can occasionally read sections to younger students.

The chapter lessons are intended to appeal to a wide variety of learners. The activities are designed to appeal to different interests and to involve many learning modes – imagination, creativity, mind-body fitness, language, nature, etc. There is a wide enough variety of activities to suit all kinds of learners. By exposing children to a full spectrum of activities, we enhance their holistic development into healthy, balanced, insightful, happy, and confident young adults. The language, and the topics covered, lend themselves to many opportunities for additional spelling, vocabulary, writing, reading, and artistic activities that could be created by the teacher and the students – if they have the space in their curriculum

“The language of the heart is the only language that everybody can understand,” as Sri Chinmoy says. The ultimate goal of this book is to put students in touch with their own hearts, so that they can ultimately express their nobler qualities and develop their unique talents for the greater good of the world at large. The world desperately needs a new generation of leaders who understand and speak the language of the heart. It is hoped that this book will facilitate the students’ journey to their own highest and best selves, and from there outward towards the communities they will be charged with constructing as future leaders.

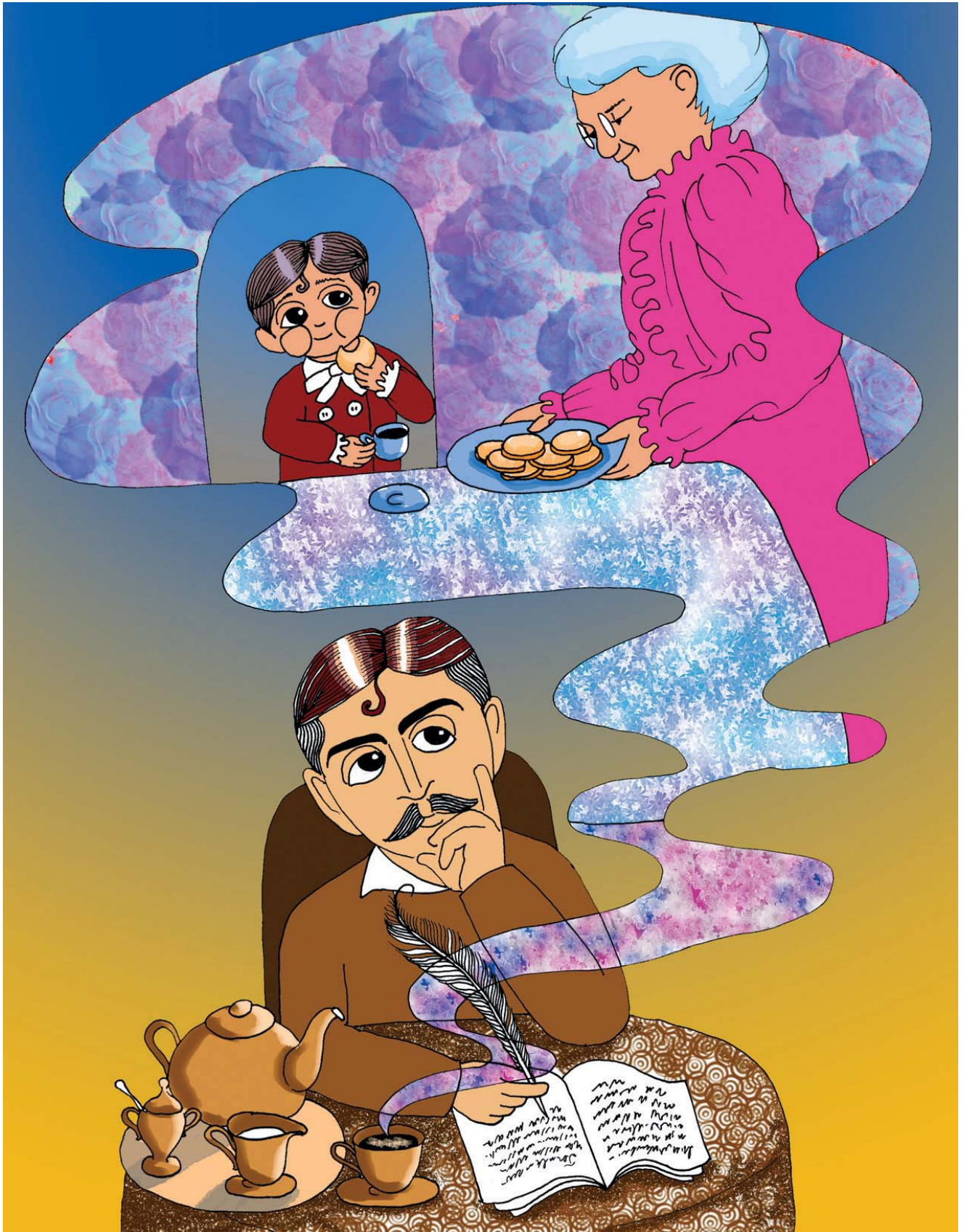
Riane Eisler has said, "I see a world where the most highly valued work will have the consciousness of caring." It is hoped that *Living in Harmony* will help students, teachers, and parents alike to move forward towards the fulfillment of that vision.

I want to thank Sri Chinmoy for all of his work for world harmony and for inspiring the writing of this book. I want also to thank Riane Eisler for being a source of spiritual light and wisdom. Thanks to all of my colleagues - especially Tim Seldin, Jonathan Wolff, Margaret Wolff, Paul Epstein, Ann Epstein and Aline Wolf for their tireless support and encouragement. Thank you to dear friends, Zoe Handerson, June Lang, Stefania Rubino and Sahayak Plowman for their invaluable contributions. I also want to thank Paula Kleinman for her invaluable help in editing this book. Finally, thank you to all the students, fellow teachers, and parents throughout the years from whom I have gained insights, ideas, and inspiration in ways great and small.

-Andrew Kutt 2005

PART I

*Discovering Harmony
Within Ourselves*



Chapter One

Silence and Concentration

Chapter Inspiration:

“Silence is more musical than any song.” –Christina Rossetti

“My personal hobbies are reading, listening to music, and silence.” –Edith Sitwell

“By not setting foot outside the door one knows the whole world;
By not looking out of the window one knows the way of heaven.” –Lao Tzu

“Only when we have established peace in our entire being can there be peace all over the world.” –Sri Chinmoy

Chapter Story:

Once upon a time in France a man named Marcel Proust liked to sit quietly and be still. This used to make him feel peaceful and happy. Sometimes when he was sitting like this, he would remember things from his childhood. One day when he was sitting quietly, he suddenly smelled the sweet fragrance of a tea that he used to drink when he was young. It was the same smell that he used to smell every day when his grandmother would make bergamot tea and give him a madeleine cookie. With his eyes closed, he started to remember those long-ago times. He could almost taste the tea and see his grandmother again. It was almost as if he were going back in time. This made him feel very joyful.

When he opened his eyes again, he decided to write about his happy times as a child. He began his story by telling about the tea, the cookies and his grandmother. He started to get excited about his story, so he kept writing. He didn't stop for many years! His story stretched into a book and his book stretched into many books. His books became very famous and they are still in libraries all over the world. This series of books is called *Remembrance of Things Past*.

Chapter Overview:

Deep inside each of us is the place where the real ‘me’ lives. It is the place we point to when we say ‘me.’ We can learn, with a little practice, how to go to

that special place and just be with ourselves when we want to or need to. Being there can make us feel peaceful and happy. This place can become like a friend to us. In it we can find our ‘sparkler mind’ (see Chapter 3). Our sparkler mind is at work when we feel good about ourselves, and get new and exciting ideas.

Chapter Lessons:

Lesson #1 – Breathing

Practice sitting cross-legged (‘Indian style’) on the floor. Or you can just try to sit up straight in a chair. Close your eyes and just breathe. Feel your breath go in and out. Your breath is bringing you new energy and it cleans and enriches your blood every time it goes in and out. Breathing is natural and breathing is good for you. Remember to enjoy your breath. And let’s be thankful for it too! Once in awhile we can say, “Thank you, breath!”

Lesson #2 – Silence

As you sit with your eyes closed, pay attention to the silence in the room. Is it totally silent? What sounds can you still hear? How does it make you feel to be without noise for a few moments? Sometimes the best ideas or the most interesting images come to us in the silence. Are you getting any special thoughts or seeing any special images? Take a piece of paper and write down your special thoughts or draw your special images, if you wish.

Lesson #3 – Concentration and the breath

Just sitting and being quiet with yourself is the simplest thing in the whole world. When you sit and pay extra attention to your breathing and to the silence, this is called concentration. If you focus on your breathing, this makes you feel more relaxed. If you focus on the silence, you can get even more positive feelings, new ideas, and creative images.

The way you focus is to just remember what you are concentrating on. If you start thinking about something else, just say, “Oops, I am trying to focus on my breathing,” or “Oops, I want to focus on the silence.” Practicing concentration like this can help you in lots of other ways. It can help you do well in your schoolwork and to be patient when things that you do not like are happening.

Lesson #4 – Concentration on a flower

Today, when you sit quietly, first enjoy your breathing and pay attention to

the silence for a few moments with your eyes closed. Then gently open your eyes, but not all the way. Just open your eyes a little bit, so that they are half-open and half-closed. Now hold a flower in your hands and look at it for a minute or so. If your mind starts to think of something else, just remember, “I am looking at my flower for a minute,” and bring your attention back to the flower. What is special about your flower? How does it look? What does it feel like? Does it have a fragrance? Does the flower give you any special feelings? Make a drawing of the flower if you wish, or write a few words or even a poem about your experience of looking at the flower. You can also do this lesson with a stone, a crystal, a shell, or even a stick from the woods!

Lesson #5 – Personal reflection

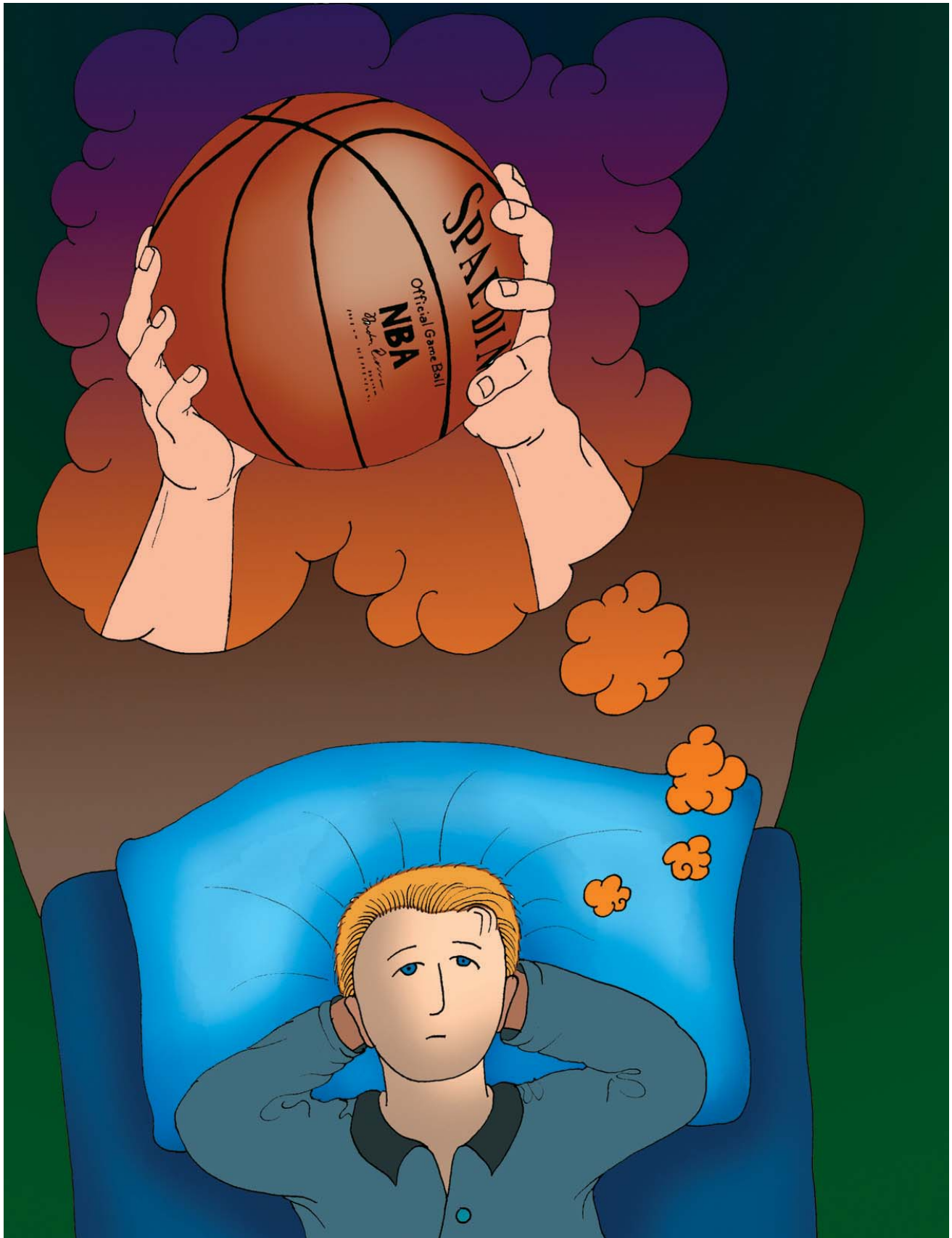
After you have been sitting for awhile, ask yourself this question: “What is the best thing about me?” Are you kind? Peaceful? Friendly? Cheerful? Funny? Helpful? Caring? What is the most special thing about who you are? Whatever that thing is, say to yourself: “I am friendly,” or, “The best thing about me is I am cheerful.” Say this to yourself three times. You will most likely think of several things that are the best things about you. On a piece of paper write down these things. Each time you sit quietly, you can choose a different one of these things to think about. The best things about you are called your positive qualities or your good qualities. These are the things that make you ‘you’!

Discussion Questions:

- a) What was your favorite lesson? Why? How do you feel after doing the lessons in this chapter?
- b) How do you think you would feel if you were able to sit quietly for a few minutes each day?
- c) What is most special about you? Write a poem or draw a picture about what is special about you. Share your poem or drawing with the class.
- d) What kind of job or occupation do you think it would be extra helpful for, if you were able to stay peaceful or concentrated?

Supplemental Activities:

- See if you and your class can practice one of the lessons in this chapter each day for a week or even a month. If you can't do it at school, maybe you can try it at home with your mother or father.
- Teach one of the lessons to your mother or father or your grandma or grandpa. How do they like it? Report back to the class about how your family member enjoyed your lesson.
- Close your eyes and pay attention to your heartbeat. You can feel it by softly putting two fingers on top of the veins on your opposite wrist; or you can touch your thumb to your pointer finger; or you can put your fingers on the large vein at the side of your neck. Just focus on your heartbeat for a while. This can be a good way to practice concentration and also to notice the difference between your physical, beating heart and your 'invisible heart.'
- Can you create your own lesson like the ones in this chapter?



Chapter Two

Imagination

Chapter Inspiration:

“Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.” –Albert Einstein

“Formulate and stamp indelibly on your mind a mental picture of yourself as succeeding. Hold this picture tenaciously. Never permit it to fade. Your mind will seek to develop the picture... do not build up obstacles in your imagination.”

–Norman Vincent Peale

“There is only one admirable form of the imagination: the imagination that is so intense that it creates a new reality, that it makes things happen.” – Sean O’Faolain

“Imagination is the beginning of creation, you imagine what you desire, you will what you imagine and at last you create what you will.” – George Bernard Shaw

“An idea is salvation by imagination.” –Frank Lloyd Wright

“You cannot depend on your eyes when your imagination is out of focus.”

– Mark Twain

“Imagine the beauty of an earth without tears.

Imagine a world with happy smiling faces.” –Sri Chinmoy

“I am certain of nothing but the holiness of the heart’s affections and the truth of imagination. What the imagination seizes as beauty must be truth – whether it existed before or not.” –John Keats

“Imagination rules the world.” —Napoleon I

“Imagination grows by exercise.” —Somerset Maugham

Chapter Story:

Once there was a young boy who grew up on a farm. The boy used to lie in his bed at night and be very still. In the peaceful silence he would see himself shooting a basketball and he would picture it swishing through the net over and over again. He imagined himself in different places on the basketball court and how he would shoot the ball from each place. Each time, he imagined the ball going smoothly and perfectly through the hoop. He used his imagination to visualize or ‘see’ how his hands were holding the ball, how he was preparing the ball, and then how he would let go of the ball. He even imagined how his arm and fingers would stay outstretched after the ball was released.

Then he would imagine himself in different situations during a basketball game. In each situation he would use his imagination to see how he would shoot the ball in that situation. One of his favorite situations to imagine was that it was at the very end of the game and there was only time for one last shot. The boy visualized himself shooting the final shot and of course, in his imagination, the shot was a perfect swish through the basket to win the game! Thousands of times the boy would imagine playing basketball in this way.

This boy’s name was Larry Bird and he became one of the greatest basketball players in the history of this sport. Of course the skill he was most famous for was shooting the ball. Larry Bird was one of the best basketball shooters ever.

Chapter Overview:

Imagination can be a very powerful and helpful force. People use the word ‘imagination’ quite often, but how do we define imagination? One way to think of it is that it is to see something that doesn’t exist yet, but that will exist or can exist. For example, you can imagine what it might be like on your summer vacation when you go to the beach. In your mind you can ‘see’ the water, smell the salt, and feel the sand under your feet. This way of experiencing things in your mind we can call visualizing. We can also call it seeing with your ‘mind’s eye.’ Or we can simply call this using our imagination. In the chapter story, Larry Bird used his imagination very well to see himself shooting a basketball and being successful as a basketball player. We can use our imagination for many kinds of things. Imagination can help us accomplish whatever goals we have. Imagination can help us to reach for our dreams. Imagination can also help us solve problems.

Chapter Lessons:

Lesson #1 — The invisible heart

Imagine that you have a special place inside you, in the middle of your chest. It is a place that is very peaceful and full of love. We can call it our heart, but it is not the physical heart that is beating and pumping blood through our bodies. Let's call it our 'invisible heart,' because when we love someone, we say that the feeling comes from our heart, even though we cannot see that heart. Your invisible heart is a magical place where you can go. It is a place where you can feel that you are connected with the whole world – people, animals, plants, even mountains. Close your eyes for a minute or two and see if you can feel your invisible heart.

Lesson #2 – The flower inside your invisible heart

Now imagine you have a beautiful flower inside your invisible heart. At first, the flower is just a bud, but then, petal by petal, it starts to unfold. It begins to spread out and you can see its color. You can even start to smell its fragrance. That flower is full of goodness and sweetness. Imagine that it grows in your invisible heart and that it is always there if you want to see it and feel it. This special flower is like the best part of you. It can remind you of what a special person you are.

Lesson #3 – Expanding and becoming light

Close your eyes and imagine you are looking up at the sky. Maybe it is a blue sky with white clouds, or maybe it is a night sky full of stars. Imagine any kind of sky you wish and that you are looking up at it. Maybe you are standing on a mountaintop or lying on your back in a meadow or at the beach. See how big the sky is. It goes on forever and ever. We can't know how big the sky is because nobody has seen the end of space. Now as you breathe in imagine you are expanding and becoming light and floating upward. You keep growing and expanding, becoming lighter and lighter, until you are as light as the air. Finally imagine you are as big and wide as the sky itself. How does it feel to be as large and as light as the sky? Stay as big as the sky for as long as you like, and then let yourself shrink slowly back down to your regular size. Now you are back where you were looking up at the sky. Let yourself rest for a few moments and then open your eyes.

Lesson #4 — Your own special place

Imagine you are going on a journey to a most special place. Maybe it is in a forest, a jungle, the seaside, in a meadow, inside a cave, under the earth, beneath the sea, or even on another planet. Imagine you are walking through this special place. What do you see? Are there any special smells or sounds? How does it feel in your special place? Now imagine you find a special object. Maybe it is a stone, a shell, a crystal, a special stick or anything else you want. What is special about this object? Does it have a special shape or color? You can pick it up if you want to or just leave it where it is.

Now imagine you meet a special friend. It could be an animal, a tree, a fairy, an elf, a wizard, a warrior, or any other creature. What does your friend look like? Does your friend have anything to say to you or to show to you? Stay with your friend as long as you want, and when you are ready open up your eyes.

Lesson #5 – Joy

Imagine yourself doing your favorite thing. Is it ballet or soccer, karate or skiing? See yourself doing your favorite activity. How do you feel when you are doing your favorite thing? Now imagine doing your very best performance. Try to visualize exactly the moves or actions you have to do in order to do your best. Pay attention in your mind to the little details of how the different parts of your body are moving. Imagine that your body and your mind are working in harmony. Imagine that everything is flowing smoothly and easily; that everything is happening almost by itself, with very little effort. Imagine you are full of happiness because everything is happening as it should.

Lesson #6 – The future

Imagine yourself in the future. What would you like to do? What will you become? Imagine yourself as an adult being happy and successful. Imagine that as an adult you are becoming absolutely the best person you can be. What is special about the person you want to be? Try to visualize what your best self looks like on the outside. How does your best self feel on the inside?

Discussion Questions:

- a) What do you think Albert Einstein meant when he said, “Imagination is more important than knowledge”?
- b) Can you think of some of the things that would not exist if someone did not

imagine them first? There are quite a few. You can make a list of them!

c) What are the three most important things you would like to accomplish when you become an adult, things that would make you feel happy and successful?

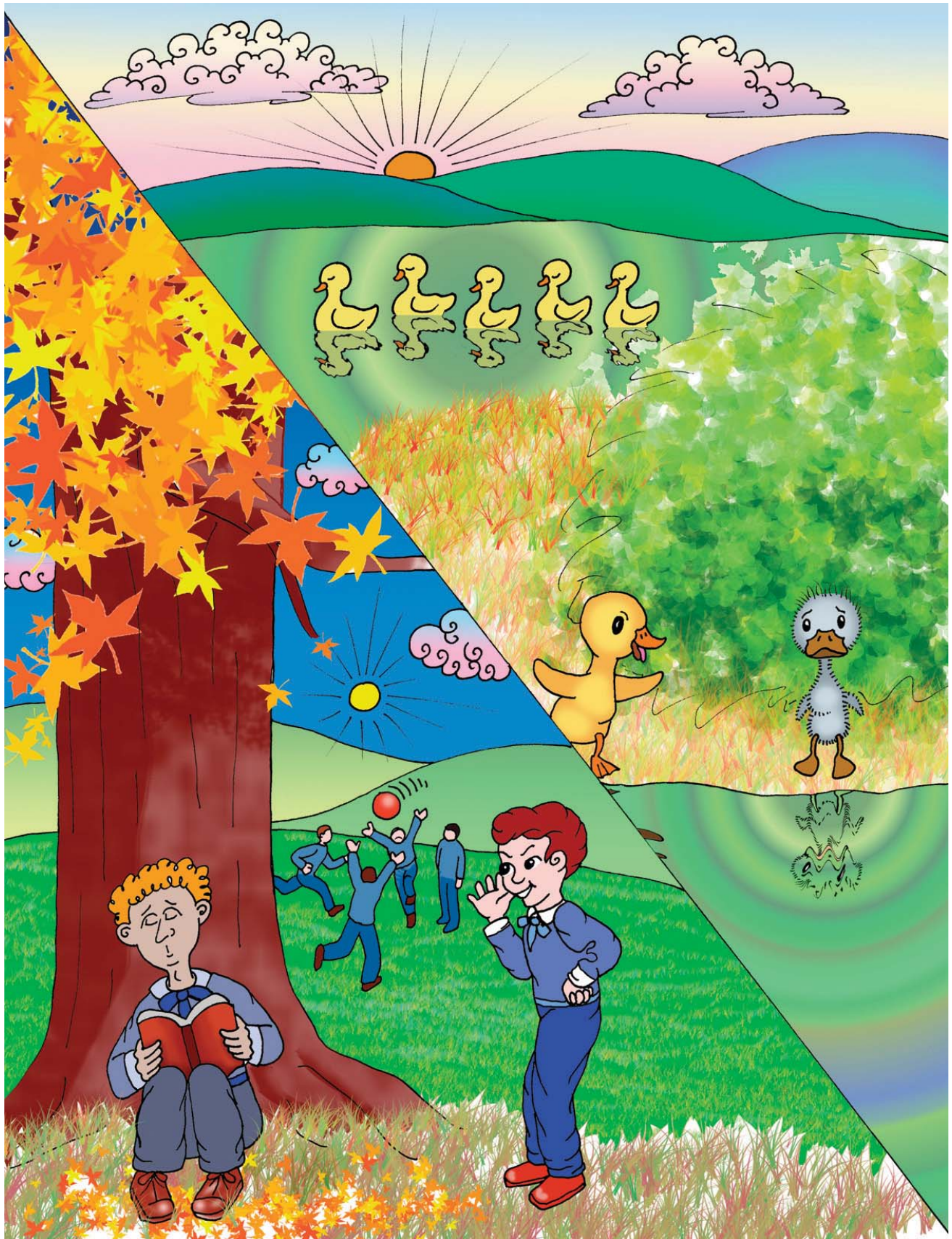
d) What are the three best qualities about you? Make a list of them. Then draw a picture or write a poem about one of them.

Supplemental Activities:

- You can try practicing lesson #5 right before practice, performance or game. Then practice it again one other time during the day, maybe before you go to sleep. Keep a journal in which you write at least three times a week for a month. Write about your imagination practice and how it might change your experience of your performance of your favorite activity.

- For any of the lessons #1-6 you can draw a picture or write about what you saw during the imagination activities. You can share these with the rest of your class and display them on the wall or on the bulletin board.

- Your invisible heart is where you keep many happy feelings. Sometimes though you might feel sad. This happens to everyone. What do you sometimes feel sad about? Share with the class if you want to. When you are sad you can use your imagination to make yourself feel better. You can imagine your favorite things, imagine something that makes you happy, or imagine just being inside your invisible heart. You can practice any of the lessons in this chapter to help yourself to feel happy and peaceful again.



Chapter Three

Learning about Our Feelings

Chapter Inspiration:

“Love is our highest word and the synonym of God.” —Ralph Waldo Emerson

“There are two elements that go to the composition of friendship. One is truth (sincerity) and the other is tenderness.” —Ralph Waldo Emerson

“Understanding is the knowledge that suffering is shared by everyone. When you understand that you aren’t alone in your suffering, there is the birth of love. When there is love there is the opportunity for peace.” —Deepak Chopra

“Friendship is the soil where happiness proudly grows.” —Sri Chinmoy

Chapter Story:

Hans Christian Andersen (1805-1875) lived in Denmark. When he was a child, Hans was not a very happy person. Other children teased him because he looked different and did not like to play some of the most popular games. Children made fun of Hans because he did not act quite the same as everybody else. He preferred reading to playing on the playground. Hans was a very sensitive young boy. Because he was different he didn’t have many friends. He felt alone and because he was alone he felt sad. When other children teased Hans, it made him feel even more lonely and sad. When he felt lonely and sad it made him want to stay away from others even more. This cycle continued, and Hans went through many years like this, feeling bad about himself, feeling alone, and feeling ugly.

Hans Christian Andersen had experiences and feelings like many young children have when they are growing up. He had many of the same feelings that many people do. He could have kept these feelings inside without ever sharing them, but usually this is not very healthy. He could have told a good friend about how he was feeling, but maybe Hans didn’t have a good friend. Instead, Hans Christian Andersen did something different, something very special, with his feelings. He started writing stories that described different situations that might cause different kinds of feelings. Most of his stories were about animals that had

human feelings. The animals could also talk and solve problems and do other things that normal animals cannot do. Hans wrote over 200 stories in all, and eventually he became very famous for his stories.

Writing stories became the way for Hans to express his feelings. One of his most well-known stories is called *The Ugly Duckling*. It is the story of a baby duck who doesn't look like any of the other baby ducks, and who gets teased and set apart from everybody else. *The Ugly Duckling* is about someone who feels very sad and lonely because he is different – just like the way Hans himself used to feel when he was young. Writing this story helped Hans to realize that feeling lonely and sad is something that happens to everyone; that these feelings are part of being human.

Chapter Overview:

Learning about feelings is one of the most helpful things that we can do in order to understand ourselves and accept others. All people have the same kinds of feelings, but we don't all have the same feelings at the same time. Hans Christian Andersen learned to express his feelings in a positive and useful way by writing stories. Writing stories was how Hans was able to put his feelings into perspective so he could understand them better. It was how Hans was able to move through his different feelings, to learn from them and to grow. The stories Hans wrote were about feelings he actually had, or maybe about feelings that he saw in other people. Through his writing, Hans learned something that helps all of us – that learning to become aware of our feelings and learning to understand them empowers us to channel our feelings in creative ways. In this way Hans Christian Andersen is a good role model for us, because there is much we can learn from his life. In this chapter we will learn about feelings, how to recognize them, make friends with them, understand them, and work with them in creative ways, to help us meet our goals.

Chapter Lessons:

Lesson #1— Naming feelings

The first step in learning about feelings is learning their names. Feelings are also sometimes called emotions. Feelings and emotions are the same thing. There are some basic feelings that every human being feels at one time or another. Here they are: compassion, fulfillment, happiness, peace, love, anger, frustration, sadness, fear, and hate.

Compassion: a loving connection to another person or group of people. Another word for compassion is empathy.

Fulfillment: a feeling of accomplishment deep inside us. Another word for fulfillment is satisfaction.

Happiness: a feeling of fullness inside us. Another word for happiness is joy.

Peace: a feeling of calm and tranquillity throughout our body, mind, emotions and spirit. Another word for peace is serenity.

Love: a strong, deep affection or liking for somebody or something, which engages your thoughts and your whole self in a powerful and potentially creative way.

Anger: a mean or hurtful feeling toward someone else, usually because of something we think that person did to us. Another word for angry is mad.

Frustration: a feeling of being blocked, like there is an obstacle in our path.

Sadness: a feeling of emptiness or loss, as if we are missing something.

Fear: a feeling that something bad or dangerous is about to happen. A feeling that causes our whole being to be upset. Other words for fear are anxiety and worry.

Hate: a very strong and deep disaffection or dislike for somebody or something, which engages our thoughts and our whole self in a powerful and potentially destructive way.

We can also think of the basic human feelings as pairs of opposites:

‘Positive’ Feelings		‘Negative’ Feelings	
compassion		anger	
fulfillment.....		frustration	
happiness.....		sadness	
peace.....		fear	
love.....		hate	

Some feelings are positive — meaning they are productive, helpful and creative. Positive feelings give us energy, make us feel good and help the good things inside us to come out. Other feelings are negative – meaning they are not productive; they can be hurtful or destructive. Negative feelings take energy from

us, usually make us feel bad, and can block us from expressing our good qualities. However all feelings – both positive and negative ones – are necessary and vital parts of who we are. If we learn to accept all of them, then we can use them all to learn and to grow. Thinking of our feelings in terms of opposites helps us to become more aware of what we are feeling at certain times. It can also help us to move through a certain negative feeling by thinking of the opposite feeling.

Lesson #2 (a) – Becoming aware of our feelings: What is going on inside?

Becoming aware of what you are feeling at any given time is a powerful skill to learn. It is something that can help you to keep your feelings in balance, and to use your feelings in productive and creative ways. Close your eyes for a few moments and ask yourself: “What feeling or feelings do I have inside of me right now?” The teacher can read or say the basic feelings so that you can remember the names. Try to become aware of which one or ones you are feeling at this moment. Once you have identified it, you can complete this sentence: I am feeling _____ because _____. After the ‘because,’ you can think of or say a reason. Sometimes there is no reason that you can identify or think of. In that case you can complete the sentence by saying because ‘that’s just how I am feeling right now.’ If you did find a reason for your feelings you can use some of the methods of lessons #3 and 4 below to help you to process them.

Lesson #2 (b) – Becoming aware of our feelings: The three minds

Pumsy the Dragon is a character, in a book by the same name, created by author Jill Anderson (Timberline Press). Pumsy the Dragon is a creature who goes on an adventure and learns valuable lessons about herself. One of the important things Pumsy learns on her journey is about the three minds.

The Clear Mind:

This is how our mind is when we feel calm and peaceful inside; when we are feeling safe and secure and good about ourselves. When we are in the clear mind we see the world as a happy place, and we see other people as partners and friends who want to play with us, work with us, and help us.

The Mud Mind:

This is how our mind is when we feel anxious and worried inside. In the Mud Mind we do not feel safe or secure. We don’t feel very good about ourselves. When we are in the Mud Mind, we see the world as a scary or lonely place and we see other people as competitors or threats to us who want to take something from us or make us do things we don’t want to do.

The Sparkler Mind:

This is how our mind is when our inner world is full of spontaneous creativity. There are no blocks or obstacles to the flow of transforming energy and new ideas. When we are in the Sparkler Mind, we can tap into the universe of knowledge and creativity.

If we follow the lessons of Pumsy the Dragon, we can become aware of the three minds and we can identify which mind we are in. We can use the lessons of Pumsy as well as the lessons in this chapter, to help us move out of our Mud Mind and into our Clear Mind and our Sparkler Mind. Can you think of and share examples of when you were in the different ‘minds’ of Pumsy? What ‘mind’ are you in today?

Lesson #3 — Balancing and channelling feelings

Once we know the names of feelings and we know how to recognize them when they are happening inside us, the next lesson is to learn what to do with them. The first step is to realize that we are responsible for all of our feelings. Nobody can make us feel the way we do. We are the ones who choose to feel what we feel.

Sometimes, though, it is hard to get out of negative feelings. When we are feeling sad, angry, or frustrated, some of the activities that can help us are: drawing or other art activities; singing or playing a musical instrument; writing; or doing various kinds of fitness activities. We could call them ‘unsticking’ activities because they help us to get unstuck from bad feelings. Most people already have their own ways of getting unstuck, of dealing with negative feelings. What is your way? What activities do you do to get out of negative feelings you feel stuck in? When we do these kinds of activities, we bring our life into balance, so that we don’t feel overwhelmed by negative feelings. We also get a kind of clarity in our mind about how to get unstuck.

Finally, when we do these activities we can begin to channel our energy to accomplish the things we want to accomplish. Write in your journal about your favorite activity – a sport, martial art, game, creative work, or other activity – and about how doing your favorite thing helps you to get ‘unstuck’ from negative feelings.

Lesson #4 – Speaking our feelings

If we think our feelings have to do with something another person did, then it is important to try to talk to that person about it as honestly as possible. If we hold negative feelings inside us and never speak about them, that can be

unhealthy and bring us anxiety or even health problems.

Try to arrange a time to speak with the person whom you feel has upset you. Try using 'I' messages when you talk. For example: "I felt hurt because you didn't play with me at recess." Once you share your feelings, ask the person if they understand what you are saying. Invite them to repeat back to you what you have shared to make sure they 'got it right.' Then invite them to tell you how they feel about the situation. You might be surprised at what you feel.

Break into groups of three to practice sharing feelings about different situations. You can invent situations or you can use real situations in your class or school if you feel ready. Each team member should practice sharing feelings with one other team member, while the third person always watches to make sure that: a) 'I' messages are being used; b) team members are regularly repeating back what they hear; and c) all members have an equal amount of time to share their feelings.

*Lesson #5 — Listening for other people's feelings: Jackal ears vs. giraffe ears**

Listening to other people's feelings is hard at first. We often have such strong feelings or stiff ideas in our head that we sometimes don't really want to listen to others. We need to decide if we are going to listen to others with 'jackal ears' or with 'giraffe ears.' These are terms invented by Kelly Bryson to describe two kinds of listening. Jackal ears mean that we are listening to the other person while still stuck in our own bad feelings or stiff ideas. We hear what the other person says but we don't trust what we are hearing, or we doubt that the other person is being honest. Instead of listening quietly we might interrupt and say something like, "I don't believe you," or, even worse, "You are still a jerk for what you did." If we are wearing giraffe ears we are trying to listen to the other person with compassion and with the hope that we can better understand them so we can resolve some of the bad feelings between us.

Break into groups of two and create very short skits that show the difference between jackal and giraffe ears. Have fun with your skits and be creative. This will help you to learn and remember the concepts in this lesson.

*Giraffe and jackal ears are described in Kelly Bryson's book, *Don't Be Nice, Be Real*. More about that and his other books can be found on his web-site, www.languageofcompassion.com.

Lesson #6 — A world of feelings

Every day we have new feelings and everybody else is also carrying different feelings around inside them. We all act according to what we are feeling inside. The more we understand how feelings work, the more we can be support-

ive and responsive to other people. We cannot only be more successful ourselves, but we will be in a position to help others. When we experience negative feelings, they usually bring along concepts and attitudes of separateness and difference – of less and more, of me and them, or of superiority and inferiority. When we experience positive feelings, they usually bring along concepts and attitudes of balance, connection with others and oneness. So the more we can be aware of our negative feelings and accept them, the more we can balance them, channel them, and speak them. At the same time, the more we can be aware of our positive feelings, embrace them, and celebrate them, the happier we will be and the more we can help others.

Choose your favorite positive feeling and express that feeling in writing, song, art, drama, storytelling or movement. Share your creative expression with the class if you wish.

Discussion Questions:

- a) Talk about the first chapter quotation. Why do you think Ralph Waldo Emerson says, “love is our highest word”?
- b) What about hate? It is such a powerful negative emotion. How do you think people get to a place where they start to hate? What causes people to hate?
- c) Look at quotation #2. What are the two most important elements of friendship according to Emerson? Discuss what these two things mean. Give examples. Do you try to practice these two things with your friends?
- d) Read quotation #3. Make a chart showing the connection between understanding, love, and peace that Deepak Chopra is talking about. Talk about what this connection means and how we can practice it.

Supplemental Activities:

- Feelings can be thought of in different combinations, not just in pairs of opposites. Below is an affirmation (see Chapter 8) that some people find useful. Read the affirmation below by yourself or together with your class. Then discuss what it means.

I am light – there is no darkness.

I am love – there is no fear.

I am one – there is no separateness. –Indian scriptures

- Break into small groups and do a cooperative creative expression of different feelings. You can use art, music, drama, movement, writing, or storytelling.

Include both positive and negative feelings and try to use as many as possible in your creation.

- Using a harmony table and a harmony flower: Set aside a special table in your classroom where two people can meet when they want to share feelings with each other. You can call it the 'harmony table' or you can give it another name. At the harmony table you can keep a plastic rose or another kind of flower, which you can call the 'harmony flower.' The person who is sharing their feelings holds the harmony flower while the other person is listening. Then the harmony flower is given to the other person so that he or she can share. Only the person holding the harmony flower should talk. Using the harmony table and the harmony flower, you can practice sharing your feelings and listening to your classmates' feelings.



Chapter Four

The Good Things about Ourselves – Our Virtues

Chapter Inspiration:

“One path alone leads to a life of peace: the path of virtue.”
—Juvenal

“From virtue comes every other good of man.” —Socrates

“Recommend to your children virtue; that alone can make them happy.”
—Ludwig van Beethoven

“The very nature of kindness is to spread.
If you are kind to others, today they will be kind to you,
And tomorrow to somebody else.” —Sri Chinmoy

“A large part of virtue consists in good habits.” —William Paley

“Is virtue a thing remote? I wish to be virtuous, and lo, virtue is at hand.”
—Confucius

Chapter Story:

Harriet Tubman was born into slavery in 1820. Her parents were brought to the United States in chains. They were members of the Ashanti nation – a warrior nation in West Africa.

When Harriet was only five, she was rented out as a worker, and for the next 25 years she lived in slavery. Harriet often worked with the male slaves, cutting wood and doing other kinds of hard labor. She was strong, and by the age of 29, she had had more than enough of slavery. She lived only ninety miles from freedom. When she learned that she had been sold, and was going to be sent to the deep South, she decided to attempt an escape. She was told of a local white woman who helped runaways, and this woman helped her by giving her two slips of paper, each containing the name of a family who would help her on the road northward. Her trip was successful. Over the next eleven years, Harriet made

nineteen trips back into slave-holding territory, to help others escape through the Underground Railway. She brought more than 300 slaves to freedom, risking her life for every one of them.

Harriet was a deeply spiritual woman. She knew that God was protecting her, and she remained courageous, believing that she ventured only where God sent her. She often had prophetic dreams about the future. Harriet Tubman lived and died without material wealth, yet she possessed the unlimited wealth of the spirit. She lectured against slavery throughout the North. During the Civil War, she worked as a spy going deep into the South to gather information on the Confederate army's movements. She led a platoon of black soldiers in three steam-powered gunboats on a mission which freed 800 slaves. After that, she worked tirelessly as a nurse, and when the Civil War was over in 1865, she joined the Women's Rights movement. She died in 1913 at the age of 93.

Chapter Overview:

A virtue is a positive quality or attribute that we have inside of us. It is like a variety or a type of goodness, for example, courage, energy, or patience. We can't see a virtue but we can see the expression of virtues. For example, we can't see kindness inside someone, but we can see someone helping a friend when they fall down on the playground. We all have different virtues to share. Some of us have a lot of ambition, while others are very honest.

If we want to have more virtues we can learn about them and try to practice them. Virtues live inside our invisible hearts. They make each one of us very special, because they are like gifts that we have. We can share our gifts, share our virtues, with the world, and we can help others to gain more virtues. When we share our virtues we can make the world a happier and more harmonious place. There is no end to the virtues we can gain and practice. Everybody has virtues. Some people have had a longer time to learn and practice virtues. When people have learned and practiced virtues for a long time, they can become leaders who help to guide others about virtues.

Chapter Lessons:

Lesson #1 – Kindness

Kindness is about helping others. Kindness means we open our hearts. Kindness means imagining what it is like for someone else.

Think of one kind thing that you have seen this week. Share that with the class. Who was being kind? How did that person show their kindness? Were they being kind to you or to someone else?

Now think of one act of kindness that you did in your life. What kind thing did you do? How did you help someone or how did it make someone feel?

Using our imagination can be a big help when we are trying to be kind. Think of someone you know who might need help. Who is it that might need your help? What kind of help do you think they might need? Next, think of one kind thing that you can do today, or later this week, to help that person. If you cannot help that person yourself, then maybe you can talk to someone else who can help that person instead.

Write in your journal or diary about kindness.

Lesson #2 — Honesty

Honesty means telling the truth. It also means telling others how you really feel. Sometimes telling the truth can be scary because we think we might get into trouble or hurt someone's feelings. Do you try to tell the truth? Can you think of a time when you did not tell the truth? Why didn't you want to tell the truth? What happened when you didn't tell the truth? Most often, if we don't tell the truth, the situation becomes worse and we have more problems than before.

Can you also think of a time when you did tell the truth, even though it might have been hard or scary? What happened when you told the truth? Did you feel better? It is not easy to be honest and tell the truth, but if we practice, we can make it into a positive habit. There is an old aphorism that says: "Honesty is the best policy." To be honest is to be wise, because being honest can save us a lot of trouble. Being honest is also an important virtue to practice because it is a major part of being a good person.

Lesson #3 – Courage

Courage means following your conscience – that little voice inside of you that tells you what is right and what is wrong. Courage means standing up for fairness and justice. It means speaking out for what you feel is right even if others are telling you something different. Courage means not being afraid to be different. Courage happens in different ways. Harriet Tubman had courage because she risked her life to help others. Modern Superheroes, and heroes from ancient myths and stories, show courage because they solve big problems and bring freedom and safety to kingdoms or whole lands.

Yet courage is something that everyone can practice. Courage is a virtue that helps us to be good citizens and to improve our community and our world. With your class share stories about courage that you know or that you have heard. They can be stories about any kind of courage, but it is good to have stories showing the different kinds of courage. Write about your favorite story that was shared in class.

Lesson #4 – Forgiveness

Forgiveness means letting go of bad feelings we might have about another person. Maybe someone has pushed us down on the playground or has hurt our feelings by telling us that they won't be our friend anymore. It is important to tell them how we feel when this happens – to tell them we are sad or hurt that they did what they did. Then, once we talk to the person about what happened, and once they acknowledge what they did by saying they are sorry, then we can practice forgiveness. Forgiveness means being willing to forget what happened and to make a fresh start with the person.

It is easier to practice forgiveness if we remember that everybody makes mistakes, and if we recall a mistake that we ourselves have made recently. We all make mistakes. Mistakes are an important part of life. They help us to learn and to grow into better people. So forgiveness helps us to move past mistakes into learning and growth.

Think of a situation in the past or the present that could be an opportunity to practice forgiveness. What is the thing that happened to you? Did you talk about your feelings with that person, or did that person already apologize? If one or both of these things has already happened, then you can move to the step of forgiveness. If you want to, you can even say to the person, "I forgive you for what you did." This sends a clear and powerful message to the person that you care enough about your friendship to let go of the past and move on to the future together. Make a cartoon about a situation between two people who practice forgiveness.

Lesson #5 — Gratitude

Gratitude is like saying 'thank you,' for the things that are special to us, the things that make us feel happy, the things that make us who we are. We can express gratitude by saying 'thank you,' directly to the people we love or to someone who has given us something special. We can say 'thank you' to God or to the universe for the good things we have in our life. Or, you can say 'thank you,' just to yourself for being you! We have many gifts in our lives, if we just think about it. Gifts

can be special people, things that are precious to us, good feelings or even new ideas.

Can you name one or two of the gifts you are grateful for in your life? Share one of them with the class. Make a list of all the things you are grateful for. Watch out! It might become a pretty long list. Then decorate your list with some art materials to make a beautiful memento of your gratitude lesson. You can hang it on your wall at home or give it to someone special in your life. Gratitude is a special virtue to practice because it can help us to gain appreciation for the gifts in our lives. If we practice gratitude each day it can also help us to develop our other virtues - especially contentment.

Lesson #6 – Determination

Determination means never giving up. Sometimes we have to try to do something many times before we can do it. Determination also means working for something continually over a long period of time in order to reach a goal. When we want to learn something new or achieve something special we have to try very hard and to practice in order to do that thing. When we have determination and we finally accomplish that special thing, we get a deep feeling of satisfaction. Satisfaction is like a deep happiness or thrill inside of us. We need determination to learn new things, and to grow in our lives. Can you think of a time when you showed determination? Can you think of someone special in your life or someone from history who showed determination?

Lesson #7 – Contentment

Contentment means being happy right now with who you are and what you have. Siddhartha Gautama Buddha was a great leader who taught that contentment is a very helpful virtue to practice if you want to have a happy life. When you look at a statue of Buddha, he always looks very content.

Close your eyes for a few moments and just feel contentment right here and right now. Just take a few breaths and be happy inside yourself. You have everything inside you that you need to be happy. If you get a new toy or a new game, you might get excited, but then once you get used to it, you might not feel as excited. You might even want to get another toy at that point. But contentment you can always have, no matter what. You don't need to get anything new or have anything more, you can just close your eyes and feel contentment. When you get new toys it is natural to have fun with them. You can enjoy contentment all the time, whether you get a new toy or not. Draw a picture of yourself feeling contentment or write a poem about contentment.

Discussion Questions:

- a) Talk with your class about quotation #1. Why do you think Juvenal says that virtue is the only path to peace? What do people have to have inside of them in order to be peaceful and to spread harmony in the world?
- b) In quotation #2 Socrates says that all other good things come to us if we practice virtues, and in quotation #3 Beethoven says that learning virtues is the only way to be happy. How do you think practicing virtues might help you to gain happiness? What kinds of good things might happen if you practice your virtues every day and every week?
- c) In quotation #6 Confucius tells us that practicing virtues is easy once you decide to do it. In fact, he says that if we decide to practice virtues then we are already a better person. Have you decided to try to practice virtues? Can you share what virtues you have noticed classmates, teachers, other school workers, your parents, or your grandparents practicing?

Supplemental Activities:

- With your class, make a list of all the virtues you can think of. Remember that virtues are positive qualities that make us good and decent human beings. You can make the virtues into a class mural for display on the wall or the bulletin board
- Fables, fairy tales and other stories are great ways to learn about virtues and to remember to practice them. With your teacher's help, find stories that teach lessons about virtues and share them with the class.
- Once you have heard several stories about virtues, why not write your own? You can make it a fable, a fairy tale, a myth, a real life story or anything else you want. Just make sure you first decide what virtue your story is going to teach about.
- Which virtue are you going to start practicing first? Maybe if you write it down on a note card and decorate your note card, it will help you to remember the virtue you are practicing. You can do the same for all the virtues you have studied and want to practice.



Chapter Five

Feeling and Expressing Harmony through Art

Chapter Inspiration:

“The purpose of art is to transmit to others the highest and best feelings to which human beings have risen.” –Count Leo Tolstoy

“Art is man’s nature; nature is God’s art.” –Philip James Bailey

“If you want to remain always happy, always perfect and always fulfilled, then always keep inside your heart a pocketful of sweet dreams.” –Sri Chinmoy

Chapter Story:

Claude Monet (1840-1926) was an artist who lived in France. What Claude loved more than anything was to observe different kinds of light – morning light, regular daylight, evening light, moonlight, starlight and even foggy light. Claude would pay close attention to the way that the light changed the objects that it touched. He noticed that the light gave different feelings to objects – sometimes happy and bright, sometimes peaceful, sometimes sad, and sometimes even scary. Then Claude painted the different kinds of light touching all kinds of things, such as bridges, rivers, oceans, gardens, farms, meadows and people. One of his favorite things to paint was a flower. He didn’t paint these things the way they were ‘supposed’ to look. Instead, he painted the deep feelings that the things gave him – especially when the light touched them. Claude became famous for his painting. His style of painting was called Impressionism. When Claude was an old man, he became almost totally blind. Still he was able to paint the most beautiful paintings even though he could hardly see. Because he had painted the feelings of light for his whole life, he didn’t really need to see things anymore to be able to paint.

Chapter Overview:

Enjoying art can be one of the best ways for us to feel harmony and to express ourselves. There are many different kinds of art. When we make some-

thing with colors and shapes, it is called visual arts. The visual arts include things like drawing, painting, sculpture and mosaics. Every one of us sees the world in our own unique way, because we each have special feelings, ideas and dreams that nobody else has. When we practice art we have a chance to create pictures of the world the way we see the world, and at the same time to express the feelings that we have about different things in the world. Art is one way for us to connect to our inner world – who we are inside. When we have a chance to express ourselves through art, we feel harmony and a sense of accomplishment inside us.

Chapter Lessons:

Lesson #1 – Clay

To create a special atmosphere, play some peaceful, reflective music. During this activity, it is best if we all stay silent, so that we can focus on our work with the clay. We will need to cover our tables with plastic or newspapers, and we will need a cup of water for each student. Take a piece of self-hardening clay and work with it for awhile. Clay comes directly from the earth. It is part of the earth that you are touching. What does it feel like? Our bodies are made of the same elements that are in the clay and in the earth. It is all the same substance. We are connected to the earth because we are made of the same stuff. So we are all connected to each other. Now try to shape the clay into something special. What did you make? Share your sculpture with the class and share how you felt working with the clay.

Lesson #2 — Beeswax

Using colored beeswax, make a mini sculpture of yourself and of somebody or something that is very close to you. It can be a person you love or a pet that is very special to you. It can be a stuffed animal or an object that is special to you. (Note that you will have to soften the beeswax first by making it warm in your hands and fingers.) When working with beeswax you can make very small parts and fine objects if you just have a little patience. It also helps to move your fingers gently and in small motions. Working with beeswax is very fine work! What is special about the thing you made into a sculpture? What kind of connection do you feel with that special person or object? Make a display of all the different sculptures. You can label the sculptures with a title and with your name. For example: ‘My Grandma and Me, by Andrea.’ You won’t need lots of space to

display your beeswax sculptures. They are so tiny!

Lesson #3 — Watercolors (a). Paint with just one color

Choose one color you want to work with. First dip your paintbrush into the water. Then just move your paintbrush back and forth on the paper, and get a feeling for how the brush moves across the wet paper. You can make a beautiful painting without any color at all – just using the water! Now dip your brush into the color you want to use. You will use only one color for this lesson. Use the watercolor paint to gently put swatches of your color onto the paper. You will see that the paint will go onto the paper in dark and light shades. Pay attention to the different shades and to how one color can have so many different variations!

Lesson #4 — Watercolors (b). Paint your favorite time of day

For this activity you will use two or three colors. What is your favorite time of day? Choose the colors that will be best to paint the light at this time of day. Follow the instructions in Lesson #3 to prepare your paper and to begin painting. Try to paint the light at your favorite time of day. Pay special attention to the feelings that you get when you think of that time of day. Try to paint those feelings into your picture – just like Claude Monet did!

Lesson #5 – Using pastels

Go to visit some cherry or apple trees when they are in blossom, or go to visit some daffodils or lilacs nearby. You can also bring cherry blossoms, apple blossoms or other flowers into the classroom. Use the pastels on your art paper to try to express the feelings of the colors and fragrance of the flowers. Share or display your work – it doesn't have to be 'perfect.'

Discussion Questions:

- a) Discuss the first quotation. What do you think Leo Tolstoy meant by the “highest and best feeling to which human beings have risen”? Can you give some examples?
- b) Discuss what you think the first part of the second quotation means, when it says, “Art is man's nature.” What about the second part?
- c) Gather some prints of Impressionist paintings. Can you name some of the other Impressionist painters? What do their paintings have in common? Did all

of the Impressionist painters see light in the same way? Were they expressing the same feelings?

Supplemental Activities:

- Claude Monet saw the world and painted the world in his own unique way. What is special about the way you see the world? Close your eyes and visualize a place in nature. It could be a place you have visited that has stuck in your memory, or even a place that you have seen only in a picture. What is special about this place? Why do you remember it so vividly? What do you feel about this place? Now open your eyes and draw or paint this place the way you experienced it or remember it. Don't draw or paint what it is supposed to look like. Draw or paint what you saw that nobody else could see. Draw or paint what you feel about this place.
- Making a mask of yourself: Use papier mache, clay, or some other material to make a mask of yourself. Paint the mask according to how the best or happiest part of you looks. In other words, paint your face when you are your brightest self. What does the best part of you look like?



Chapter Six

The Pathway of Writing

Chapter Inspiration:

“We never know how high we are
Till we are asked to rise
And then if we are true to plan
Our stature touch the skies.” –Emily Dickinson

“Life is too short not to care.
Life is too short not to share.
Life is too short not to be fair.
Just give a little smile.
It will enrich you
And not hurt you.” –Sri Chinmoy

“Journal writing is a voyage to the interior.” –Christina Baldwin

“Never be entirely idle; but either be reading, or writing, or praying or meditating
or endeavoring something for the public good.” —Thomas a Kempis

“Learn as much by writing as by reading.” —Lord Acton

“Real writing takes more than just time; it wants your best moments and the best
of you.” —Real Live Preacher

“Without words, without writing and without books there would be no history,
there would be no concept of humanity.” –Herman Hesse

“ I have never thought of writing for reputation and honor. What I have in my
heart must come out; that is the reason why I compose.” —Ludwig van
Beethoven

“Television has raised writing to a new low.” –Samuel Goldwyn

“ If you would not be forgotten as soon as you are rotten,
Either write things worth reading or do things worth the writing.”
–Benjamin Franklin

Chapter Story:

Emily Dickinson (1830-1886) was born and lived all of her life in Amherst, Massachusetts. She rarely traveled away from home. She spent her time focusing on writing poetry and contemplating the meaning of life. She believed that the important things in life were not fancy clothes or other possessions, but the magical things that happen every day: a hummingbird flying, the wind blowing, the moon or the stars. Her life was proof that you don't need outer possessions to achieve great things.

Because she lived such a simple, quiet life, we don't know very much about Emily Dickinson. She did not have many friends and she did not go out into her town much. But from her simple life emerged wonderful poetry. Many people consider her one of the greatest American poets. How could she become a great poet without traveling in the world and having many experiences or meeting many people? It is because she was able to see the greatness and beauty of the whole universe in the little things around her. On her walks through the woods and meadows she was able to observe nature as a living miracle. Through poetry she was able to capture that miracle in words.

Emily Dickinson teaches us some important lessons which we can use in our own lives. First is that the simple, natural things in life can make us very happy, if we take the time to pay attention to them, and learn to value them. Second, to be a truly successful person, you don't need to have a lot of money or to own many things. You just have to work hard and stay focused on your goal. Third, you don't need to look far in search of a career. Just begin by looking at your own talents and at what you love to do most. In these ways, Emily Dickinson is truly a heroine we can learn from.

Chapter Overview:

Writing or journaling can be a very powerful, positive, safe, and healthy way for us to explore our own 'inner world.' Our inner world is our own private world of thoughts, feelings, ideas, dreams, and visions. Our inner world is the place where we are truly ourselves and where we can be alone with ourselves. It is the place from which we grow and learn and change. If we are able to visit our own inner world often, then we can keep our life in balance and our world perspective in harmony. If we have a good connection to our own inner world then it helps us to have positive relationships and friendships with others. Writing or journaling can be extremely effective tools for visiting our inner world and for helping us to discover the lessons and insights that come from visiting that place. Many, many people have found writing to be very useful in their lives.

In addition, modern brain research shows that writing is very good for our

brains. When we are writing, our brains get very, very active – in contrast to when we are watching TV, when our brains are not active at all. When our brains are active, this helps us to be more energetic and happier. Not only that, but when our brains are active our brains grow – and we can become smarter and wiser!

Chapter Lessons:

Lesson #1 – A mystery story

Write a mystery story about what happened to the smiles in the world. It could be entitled: ‘The Day That Smiles Disappeared.’ Use your imagination to think of and to develop your story. You might want to start by answering a few questions: Where did the smiles go? Did somebody steal the smiles, and if they did, how and when did they steal them? Where are the smiles hidden? How did people look and feel without their smiles? What was the world like without the smiles? How did people get their smiles back? Was there a hero or a group of heroes who helped? If yes, who were they and what were their names? How did the people in the world feel when they got their smiles back? How did the people celebrate? After you write your stories, you can share them with your class and display them on the bulletin board. You may also want to make pictures or illustrations to go with your stories.

Lesson #2 – Your own limerick

Write a limerick that has a positive message about harmony in the world. A limerick is a five-line poem that has a specific rhythm pattern and a specific rhyme pattern. The rhythm pattern has three beats in lines 1, 2, and 3 and two beats in lines 3 and 4. The rhyme pattern of a limerick is that lines 1, 2 and 5 usually rhyme with each other, and lines 3 and 4 usually rhyme with each other. Sometimes the last line of the limerick is very similar to the first line – just with one or two words switched around. A limerick is usually cute and silly, but we can also use limericks to send a positive message of harmony! Here is a sample limerick:

There once was a boy from O’Hare,
Who wanted the whole world to care —
Each for the other
Like sisters and brothers—
Giving, with no love to spare.

Lesson #3 – An essay on an important topic

Write an essay about some issue or challenge in the world that you are concerned about and that you would like to change. When we write an essay we are trying to: a) make a convincing argument for a point of view; b) explain an issue in depth with an aim toward greater understanding; or c) inspire others to feel something or to take some action. After you decide what issue or concern you want to write about, think about which one of these types of essay you want to focus on. Your teacher will decide how long your essay should be and whether it should be handwritten or typed.

In any case, it is recommended that you write a first draft, then have it corrected by your teacher, and then write a final draft. Your final drafts can be made into a book and copies of the book can be given out to all of the students. You can do a class fundraiser, if you need to raise money to pay for your books. You can also send your essays to the editorial section of your local newspaper to see if they will publish them.

Lesson #4 – Create a puzzle using words

Create an acrostic puzzle or another kind of puzzle using words that have to do with harmony, peace, love, caring, friendship, partnership, sharing, togetherness, hope, happiness, unity, tolerance, etc. An acrostic puzzle is a word puzzle, which has many letters in boxes filling the page. You hide the words you want people to find by surrounding the words with other letters that do not form any words. The ‘real’ words, the ones that you want people to find, can be arranged left to right, right to left, up to down, down to up, diagonally down or diagonally up. The game is to have others find the words you have hidden.

It is important to keep a master answer list of all the words you have hidden, so you and your friends will know if they have found all the words. You will also need to photocopy your puzzle so others can do it. When they find one of your hidden words they need to circle it to show where it is. Let’s see whose puzzle has the most words having to do with harmony!! And let’s see who can completely solve the most puzzles in the class! You can make up other word puzzle games, but be sure to write out the instructions so it is clear how to play.

Lesson #5 – An inspiring poem

Write a poem about the thing or things that bring you the most harmony in your life. (Remember that a poem does not have to rhyme – unless you want it to!! A poem is just an expression of your feelings and ideas.) Your poem can be

about your favorite pet, about your parents or grandparents, about a place you love to go, about an activity you love to do, or anything else that brings you harmony. Whatever you write about, try to express what it is about that thing that brings you harmony. It will also make your poem more interesting if you try to describe your feelings of harmony.

To do this it is useful to use similes or metaphors. A simile is a comparison between two things, using the words ‘like’ or ‘as.’ For instance, an example of a simile is, “My grandma has a heart of love as big as the ocean,” or, “Playing with my puppy makes me feel warm as a sunny day.” A metaphor is a comparison between two things without using the words ‘like’ or ‘as.’ A metaphor usually connects in a creative way two things that are not normally connected together. Metaphors are a little trickier to make. Here is an example of a metaphor: “My crystal collection is a pocketful of joy.” Another example is: “Walking in nature is food for my spirit.”

Lesson #6 – Writing just for yourself

Just write about how you feel. Write in your journal, just for yourself, about your feelings, ideas, dreams, or visions, for 15-30 minutes every day for two weeks. This can be excellent practice for your writing as well as for your personal reflection. Then write about what you learned or discovered about yourself after these two weeks of journal writing. Or, discuss what you learned with your class, only if you want to.

Discussion Questions:

What do you think Christina Baldwin meant in quotation #3?

b) Herman Hesse said that without writing and books there would be no concept of humanity. Discuss with your class what this might mean. Can you imagine a world without books or writing? What would that kind of world look like?

c) What do you think Samuel Goldwyn meant, when he said, “Television has raised writing to a new low”?

d) Poems and prayers are both expressions of deep and soulful feelings. How are poems and prayers similar? How are they different? Review some examples of prayers from different spiritual traditions and compare them with examples of poems. (There are several collections of prayers from around the world that you can borrow from the library.) Have your class copy their favorite prayers in their

best handwriting (or in calligraphy if they know how!) and put them on display near your class poems along with a brief explanation of how poems and prayers are similar and how they are different.

Supplemental Activities:

- Write about virtues. In this book you have learned about virtues. Write a poem, a story, or just a passage in your journal about the virtue you like the best or the virtue you think is the most important. Which virtue will you choose? Courage? Tolerance? Compassion? Honesty? Determination? Or some other virtue.
- Find a poem you like. If you don't know any poems, you can look for the poems of Christina Rossetti, William Blake, William Wordsworth, Shel Silverstein, or Mary Oliver to start with. Copy it in your best handwriting and then decorate your page with colored pencils, crayons or markers. Have your favorite poem laminated, framed, or put into a plastic sheet folder to keep it preserved. Put the poem in a special place where you can see it.
- Making lists of different kinds of things can be an excellent way to practice your writing and also to help you become more aware of your own feelings, ideas, and dreams:
Make a list of words that rhyme with each other.
Make a list of the different things you felt on your happiest day. Use words that describe your sensations – how things felt, how they sounded, how they looked, how they smelled – even how they tasted.
- Make a list of your favorite books, or your favorite people, or your favorite activities.



Chapter Seven

Music

Chapter Inspiration:

“After silence, that which comes nearest to expressing the inexpressible is music.” –Aldous Huxley

“What do I do every night? I listen to the silence-music of the twinkling stars.”
–Sri Chinmoy

“Music has charms to soothe the savage breast
To soften rocks, or bend a knotted oak.” –William Congreve

“Take a music bath once or twice a week for a few seasons, and you will find that it is to the soul what the water bath is to the body.” –Oliver Wendell Holmes

“Music is the pathway to the heart.” –Voltaire

“ Music makes people milder, and gentler, more moral and more reasonable.”
–Martin Luther

“ Life is everywhere. The earth is throbbing with it. It’s like music. The plants, the creatures, the ones we see, the ones we don’t see, it’s like one big, pulsating symphony.” –Diane Frolov, *Northern Exposure*

“When gripping grief the heart doth wound,
And doleful dumps the mind oppress,
Then music, with her silver sound
With speedy help doth lend redress.” –William Shakespeare

Chapter Story:

Ludwig van Beethoven (1770-1827) was born in Bonn, Germany. Today we refer to Ludwig by his last name – Beethoven. Beethoven’s father wanted him to start learning music at a very young age – when he was only five years old. Ludwig’s father wanted Ludwig to be like Mozart, who was the most famous musician at that time. Beethoven did learn music at a young age, and he

did eventually become famous, but the music he wrote in his life was very different from Mozart's music! By the age of twelve Beethoven was already an assistant to the local organist, who was also his teacher. By this age, Beethoven was already composing his own music as well. (When a musician writes music it is called *composing*.)

Beethoven's mother died when he was seventeen years old and, at about the same time, Beethoven's father had to go to live in a hospital because he was very sick from alcoholism. Soon afterwards he also died. This meant that Beethoven had to care for his two younger brothers. Even though Beethoven had these important responsibilities, he still continued practicing and composing his music.

Beethoven moved to Vienna to study with one of the best musicians of that time, Franz Josef Haydn. He took his two brothers with him. Beethoven liked Vienna so much that he stayed there for the rest of his life. In Vienna, Beethoven continued to practice playing the piano, and he continued to compose his own music. He wrote symphonies, sonatas, quartets and even a ballet. Some of Beethoven's most famous pieces are his Eighth Piano Sonata, called the *Pathétique*, his Sixth Symphony, called the *Pastoral Symphony*, his Ninth Symphony, called the *Ode to Joy*, and, what is perhaps his most famous work, the *Moonlight Sonata*.

Beethoven's music was very different from the other music of his time, and because of this it took Beethoven a long time to be accepted and appreciated. Some people did not like Beethoven's music at all, and they wrote negative articles about him and spread nasty rumors about him in order to discourage him. Beethoven did not let these things stop him. He continued to make the kind of music that sprang up in his invisible heart, the music that he heard in his head, that was specially his and that nobody else could write. Beethoven's compositions contained many new musical ideas that were able to express deep feelings and powerful images.

One of the biggest challenges that Beethoven faced in his life was that when he was only thirty he started to go deaf. Deafness is a difficult challenge for any person, but especially for a musician. His deafness became worse and worse, and finally he was unable to perform in public. Because he could no longer hear people speak, and because deafness makes it very hard to speak properly, Beethoven had to communicate with friends and visitors by writing things down on a slate or in little notebooks. The amazing thing, though, is that Beethoven did not let his deafness stop him from composing music! Beethoven composed many pieces of music during the period in which he was partially or totally deaf. He could still hear music in his imagination, even though he could not hear it with his ears. He was able to write down the music that he heard, so that others could play it. In this way, even though he could no longer hear his

music with his ears, he was able to share it with others so they could hear it. In this way he triumphed over his disability. Beethoven's independence and determination as an artist, and his courage in overcoming adversity, have been an inspiration not just to musicians but also to poets, painters, dancers and other artists. His life and his accomplishments continue to be an inspiration to all of us even today.

Chapter Overview:

There are many, many different kinds of music. Besides the kind of music that Beethoven wrote, sometimes called "classical" music, there are jazz, blues, hip-hop, and others. Music is something that everyone enjoys and everyone can benefit from. Did you know that human beings have been making music for thousands and thousands of years? Why do you think that is?

Today, music is a very important part of our lives. We find it everywhere. Can you name some places where you might find or hear music. Let's try to celebrate music each day, or at least each week, here at school. It will be a fun activity we can do together. We can all help to find different kinds of music that we can listen to. We can also make up our own music and even make our own musical instruments. Enjoying music will help us to feel harmony inside ourselves and also to make harmony in our classroom.

Chapter Lessons:

Lesson #1— Let's enjoy music together every day

How many of you students have parents or grandparents who play a musical instrument? How many of you are learning an instrument yourselves? If you are not yet learning an instrument, what instrument would you like to learn? Let's make a list of as many musical instruments as we can think of. How many did we come up with? What is your favorite kind of music? What is special about the kind of music you like?

Since we will be making lots of music together, we can make some percussion instruments to help us make rhythm for the songs we will sing. You can make a shaker or a drum, or both. For a shaker, you can bring in an empty soda can. Fill the can about one third to one half full with popcorn or small stones. Then seal the hole and decorate the can with some art paper. To make a drum, bring in an empty, round Quaker Oatmeal container that still has the top. Wipe out the inside of the box with a tissue or cloth. Seal the top with some strong tape.

You can also decorate your drum with art paper or tissue paper. Instead of the container top you can also cover the container with a piece of leather. Now you have a drum! With your shaker or your drum you are ready to make music with your class.

Lesson #2 — Music for personal reflection and to create harmony inside us

Listen for a few minutes to music for relaxation, such as Sri Chinmoy's flute music. Close your eyes while you are listening to the music. Let your breath flow smoothly and gently, in and out. When you breathe in, let your breath go way down into your belly, and when you breathe out, let as much of your breath out as you can before you breathe in again. As you listen to the music allow all of your muscles to relax. Let go of any tension you are feeling. Let your mind become calm and quiet. The music can fill you with peaceful energy, if you focus on it and let your thoughts flow along with it. Now open your eyes and rest for a few moments. Did the music help you to feel peaceful?

Lesson #3 — Music for visualization – Moonlight Sonata of Beethoven

Dim the lights in the room to create a peaceful atmosphere. Close your eyes and listen to the *Moonlight Sonata* by Beethoven. As you listen to Beethoven's music, imagine the moon shining on the waves of the ocean. In your mind's eye see the waves rolling into the shore and shining like twinkling diamonds in the light of the moon. Imagine you can hear the waves and feel the sand under your feet. Imagine there is nobody on the beach except for you. Imagine you are feeling peaceful and joyful at the sight of the beautiful, shimmering waves. When the music is over gently open your eyes. Share with the class what you saw in your imagination and how Beethoven's music made you feel.

Lesson #4 – Music to teach about feelings

What kinds of feelings do you get when you listen to music? Listen to three or four different kinds of music – classical, jazz, relaxation music, hip-hop, or rock. What kinds of feelings do you get from the different kinds of music? What kind of music would you like to listen to when you are reading or doing school work? What kind of music would you like to dance to? What kind of music makes you feel the most peaceful? What kind of music would you like to listen to just for fun? Different kinds of music help us to feel different things. Music can be our friend when we are lonely or sad, and music can help us celebrate when we are feeling happy or excited.

Recommended Songs:

Circle of Friends I Love
You Are My Sunshine

Lesson #5 — Music to teach about virtues

Music can be an excellent way to learn about virtues. For example, the song, *This Land is My Land*, by Woody Guthrie, is a song about compassion. Woody Guthrie wrote this song during the Great Depression in the United States, when many people did not have jobs or enough food to eat. New immigrants were coming to America and some people who were already here were saying, “We don’t even have enough food for ourselves, why should we let more people come here?” Woody Guthrie had a different philosophy. In his song he says, “This land is your land, this land is my land ... this land was made for you and me.” In other words, this land of America is for everyone who wants to come, work hard, and join our community. We can learn lessons like this from many songs – especially from folk songs from America and other lands around the world.

Recommended Songs:

This Land is Your Land – Woody Guthrie
The Sparrow and The Thief – Andrew Kutt
This Little Light of Mine
Make New Friends

Lesson #6 – Music from other lands

Music is an ideal way for us to learn about the people of other cultures. Each culture of the world has its own kind of music. The music of each culture expresses the feelings, dreams, ideas, and stories of that culture. When people of other cultures sing and dance to their own music, they feel they are expressing the soul or message of their culture. So, when we learn and play music from someone else’s culture we can gain a deeper understanding of people who are different from ourselves. Music from other cultures can help us to feel connected with others from around the world.

Recommended Songs:

Tue Tue Barima Tue (African)
Quay Ah He Ah No (Native American)

Lesson #7 — Music just for fun – Rhymes and games

Sometimes it is nice to just have fun with music. Here is a word, rhythm and movement activity that you can do for fun. You do not need to have any music.

Kerplink

(For this activity you can easily make up your own movements or gestures, by listening to the story.)

One day when my dad was reading the paper
And my mom was doing the dishes
And I was practicing piano (kerplink, kerplink, kerplink),
There was a knock-knock-knock on the door.

(A knock-knock-knock on the door.)

Mom said, "Patricia! Open the door!"

Dad said, "Patricia! Open the door!"

"Yes sir, yes sir," but I wouldn't do it.

("Yes sir, yes sir," but I wouldn't do it.)

So I did it!

It was a tall-fat-skinny-little man-y

(A tall-fat-skinny-little-man-y)

Who wanted to talk to dad!

The next day when my mom was reading the paper

And my dad was doing the dishes

And I was practicing piano (kerplink, kerplink, kerplink),

There was a knock-knock-knock on the door.

(A knock-knock-knock on the door.)

Mom said "Patricia! Open the door!"

Dad said, "Patricia! Open the door!"

"Yes sir, yes sir," but I wouldn't do it.

("Yes sir, yes sir," but I wouldn't do it.)

So I did it!

It was a tall-fat-skinny-little man-y

(A tall fat skinny little man-y)

Who wanted to talk to mom!

The next day when dad and mom were both doing the dishes

And I was practicing piano (kerplink, kerplink, kerplink),

There was a knock-knock-knock on the door.

(A knock-knock-knock on the door.)

Mom said, "Patricia! Open the door!"

Dad said, "Patricia! Open the door!"

"Yes sir, yes sir," but I wouldn't do it.

("Yes sir, yes sir," but I wouldn't do it).
So I did it!
It was a tall-fat-skinny-little man
(A tall fat skinny little man)
Who wanted to talk to me!
The man said, "Patricia, will you marry me?"
"Yes sir, yes sir," but I wouldn't do it
("Yes sir, yes sir," but I wouldn't do it.)
And SO I DID IT!

Additional recommended "for fun" songs:

Miss Mary Mack

She'll Be Coming Round the Mountain

Note: There are a variety of hand-clapping games for *Miss Mary Mack*, and some classic hand and body movements for *She'll Be Coming 'Round the Mountain*.

Lesson #8 — Music for peace and harmony

And Every One with Their Vine and Fig Tree is a traditional song based upon a verse from the Old Testament of the Bible. It is a wonderful song to sing whenever you want to bring forth a peaceful spirit and create a feeling of harmony. Below are the words to the song. In italics after each line are some movements you can do along with the song to bring it more to life.

And everyone with their vine and fig tree.

With one hand make the motion of a vine growing, by putting your thumb and your first two fingers together and moving them upward in a swirling motion.

With the other hand make the motion of a fig tree blossoming, by letting your fingertips wiggle as your hand rises higher.

Shall live in peace and unafraid

Both hands cross flat one over the other in the middle of your chest

And everyone with their vine and fig tree

Repeat movements as above

Shall live in peace and unafraid

Repeat movements as above

And into ploughshares turn their swords

Starting with hands folded in the center of the chest, spread your hands slowly outward as if to embrace the sky. Then above your forehead let your hands come together again. Finally let your hands come to rest again – folded in front of your chest.

Nations shall make war no more
With folded hands bow forward gently
And into ploughshares turn their swords

Repeat movements as above

Nations shall make war no more
Repeat movements as above
Alternate Verse: We shall be friends more and more

Additional Recommended Songs:

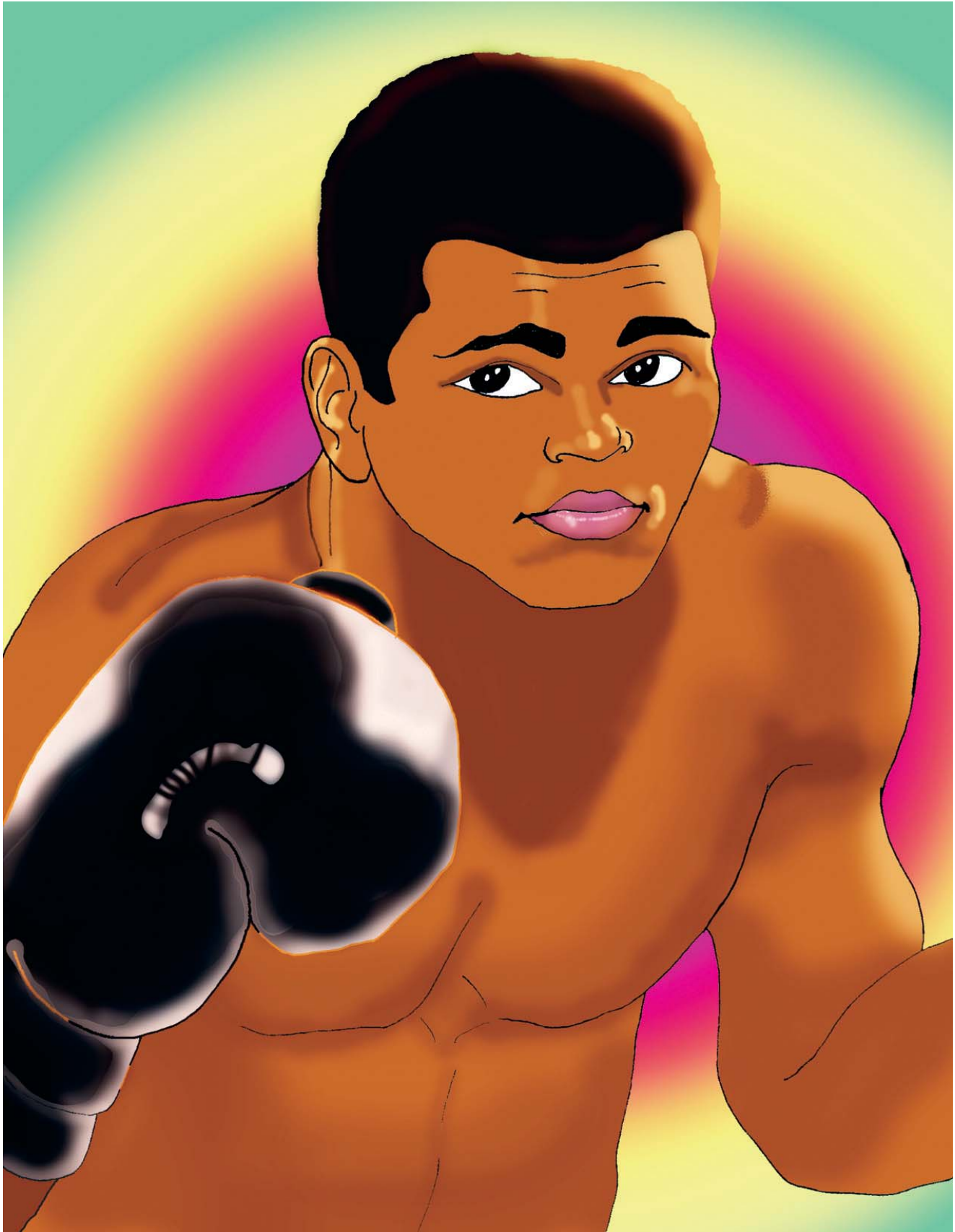
Peace Like a River
Where Have All the Flowers Gone? – Pete Seeger
From a Distance
Deep Peace –Donovan

Discussion Questions:

- a) Voltaire said, “Music is the pathway to the heart.” What do you think he meant?
- b) Which one of the chapter quotations do you like the best? Can you say why?
- c) What do you think was the biggest challenge in Beethoven’s life? Why?
- d) What was your favorite lesson in this chapter? What did you like about your favorite lesson?

Supplemental Activities:

- Learn about some of the basic kinds of classical music and listen to some examples of each. A symphony is a piece of music played by a whole orchestra. A sonata is a musical piece for just one instrument. A quartet is for four instruments – usually two violins, a viola, and a cello in classical music. A concerto is a piece for a small or large orchestra that features one main instrument such as the piano or the flute. A ballet is a piece of music written for a dance performance.
- Decide what instrument you would like to play, and say why.



Chapter Eight

Building Harmony through Affirmations

Chapter Inspiration:

“The happiness of your life depends upon the quality of your thoughts.” –Marcus Aurelius Antoninus

“The language of the heart is the only language that everybody can understand.”
–Sri Chinmoy

“I am the greatest.” –Muhammad Ali

Chapter Story:

Muhammad Ali grew up in a very poor section of Louisville, Kentucky. In those days his name was Cassius Clay. His family did not have very much money. One of his only possessions was his bicycle. He loved his bicycle and he loved to ride all over the neighborhood. One day somebody took his bicycle from the front of his house. He was very sad but he was determined to get his bicycle back. Cassius went looking for his bicycle at the local Boys' Club. There he did not find his bicycle, but he saw some young boys who were practicing boxing. He could not take his eyes off them. He watched how they moved their arms and their feet. He watched their eyes and how they breathed. It was as if Cassius were in a trance. He forgot all about his bicycle. He felt a powerful feeling well up in his heart. Suddenly he said to himself, “I want to be a boxer. I can become a great boxer. I will be the greatest boxer of all time!” He asked the boxing coach if he could take lessons.

In 1960, Cassius Clay won the Olympic gold medal in boxing. Then he went on to also become the professional champion of the world. When he converted to the Muslim religion, Cassius changed his name to Muhammad Ali, to show that he was making a new commitment in his life. From the age of twelve, and continuing throughout his boxing career, he repeated his affirmation, “I am the greatest,” thousands and thousands of times. This helped him tremendously to believe in his goal. Lo and behold, he achieved his goal. He became the greatest!

Chapter Overview:

Affirmations are like messages we give to ourselves. When Mohammad Ali said, “I am the greatest,” it might sound as if he were bragging. What he was actually doing was giving himself a positive message. The message was that even though he was very, very poor, even though he was not good at school, even if nobody else believed in him, he still could be a champion if he believed in himself.

Chapter Lessons:

Lesson #1 – Your first affirmation

Here is your first affirmation to practice:

There are so many good things in me—
I just close my eyes to clearly see.

I am a good person, even if I sometimes make mistakes. What are some of the good things about you? Put them into a picture or a poem or even just a list.

Lesson #2 — Speaking the truth

I try to speak the truth and do what’s right.
I soar with integrity, like an eagle in flight.

Do you stand up for yourself? It takes a lot of courage to say how you feel or to say, ‘no,’ if you feel something is wrong. Using some role-plays to create different situations, practice telling someone how you feel or practice telling someone ‘no.’

Lesson #3 — Achievement

There are no limits to what I can achieve,
If I work hard and just believe.

I can do anything I want to in my life, if I believe in myself and if I work hard. What is something you would like to achieve? Close your eyes and imag-

ine yourself doing it. Now repeat the affirmation while you are holding this image of you!!!

Lesson #4 – Good and bad feelings

Feelings come and visit me,
Happy, or sad, or maybe angry.
There are many things that I can feel,
And all of them are really real.
I let bad feelings go away —
Feelings that are good can always stay.

Our feelings are part of who we are, yet our feelings change from day to day or even from minute to minute. Try to be aware of what you feel right now. Can you say what feeling you are experiencing right now? Are you happy, sad, angry or frustrated? This is called owning your feelings or being with your feelings. Being present to your feelings in this way is very healthy and empowering. Share your feelings with the class or with a partner – only if you want to.

Lesson #5 – A magical day

Today can be a magical day,
Cheerful and positive I will stay.

Our thoughts are very powerful. To a great degree, we can shape the kind of experience we are going to have by being conscious of our thoughts. If we can say a positive affirmation at the start of each day, it can help us to get started on a positive note. Create some mini skits to show the power of positive and negative thoughts.

Lesson #6 — Accepting people who are different

I do not see people as black or white,
I see in every heart a special light.

This affirmation can be very helpful in shaping an accepting attitude towards others. Inside of everyone is the same kind of invisible heart. It is important to remind ourselves of this every day. Try making a group picture with this affirmation written at the top. This will be a good way to cooperate and to share your feelings about the meaning of the affirmation.

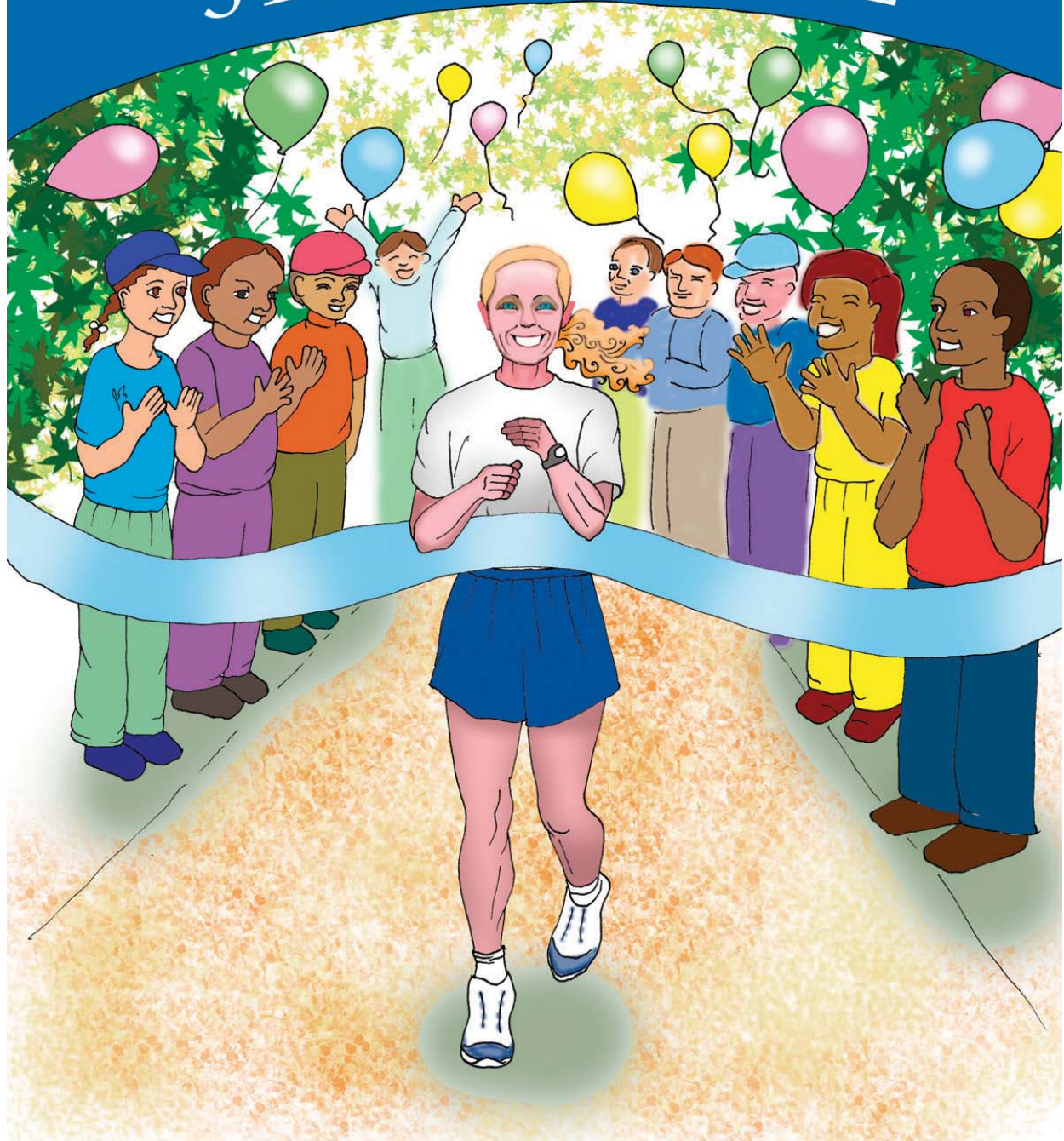
Discussion Questions:

- a) When he was a child he was called Cassius Clay. Later in his life, when he converted to the Muslim religion, Cassius changed his name to Muhammad Ali. Do you know anyone who is a Muslim? A Muslim is someone who believes in the teachings of the prophet Muhammad, which are written in a book called the *Koran*. When and where did the prophet Muhammad live?
- b) Did you ever lose something and then, when you went looking for it, you found or discovered something else?
- c) Did you like practicing affirmations? Do you think it would be good or helpful to practice them more often?
- d) What was your favorite affirmation? Can you say why?

Supplemental Activities:

- Borrow a copy of the *Koran* from a Muslim friend. Show it to the class – the beautiful cover and binding, the pages, and the special writing, which is usually Arabic. If it also has an English translation, choose a part of the *Koran* to read to the class.
- Gather some books and videos about Muhammad Ali. These can be shared by the class. There are many lessons to be learned from the life of this amazing man.
- Create an affirmation that is special to you. Write it down in beautiful handwriting on a special piece of paper. Then decorate the paper with crayons, markers, colored pencils or other art materials.
- There are many books that are collections of useful affirmations. You can borrow one of them from the library if you want to learn more about affirmations.

SRI CHINMOY 3100 MILE RACE



Chapter Nine

Fitness

Chapter Inspiration:

“Running ultra-distance races has given me a wealth of first-hand experience of God’s compassion. On my own, attempting to run such long distances, I would be nowhere, but when God’s grace descends, I am able to complete the distance.”

—Suprabha Beckjord

“Challenge the fear of trying. You will succeed.” —Sri Chinmoy

“Health is not simply the absence of sickness.” —Hannah Green

“Laughter is by definition healthy.” —Doris Lessing

“Sleep is the golden chain that ties health and our bodies together.” —Thomas Dekker

“Happiness gives us energy which is the basis of health.” —Adele Davis

“By health I mean the power to live a full, adult, living, breathing life in close contact with... the earth and the wonders thereof— the sea – the sun.” —Katherine Mansfield

Chapter Story:

Suprabha Beckjord (1956-) was born and grew up in Washington, DC. Today Suprabha is one of the greatest runners in the world. Suprabha is not known for the speed of her running, but rather for her endurance. She has run races of up to 3100 miles! During her career, Suprabha has set four world records, including in the 1,000-mile, in the 2,700-mile, and in the 3,100-mile races.

Suprabha started running in 1978, at the age of twenty-two, because of the encouragement of her meditation teacher, Sri Chinmoy. The first race she ever ran was a four-mile race. About two years later she ran her first marathon. In the following year she tried a 47-mile race. In 1986, she was inspired to run a 200-mile race in honor of her meditation teacher’s athletic accomplishment of lifting

two hundred pounds with one hand.

Ever since then Suprabha has been practicing ultra-distance running. (Ultra-distance running is running over very long distances.) In fact, she has been doing it for 19 years! In addition to staying physically fit, Suprabha gets a special energy and joy from running. She keeps running because she loves it. She never intended to enter so many races or to become a champion, but that is exactly what happened. In 1998, when Suprabha set the world record for the 3100-mile race, it took her just under 50 days.

Suprabha's running is a great example of how fitness can bring us health, joy and a sense of accomplishment. Running, like other fitness activities, can also bring us many other benefits, such as more energy, new ideas, and a positive attitude. Suprabha's accomplishments in running can be a great inspiration to us, even if we don't run. The lesson we can learn from her running is to find a fitness activity that we like and stick with it. If we keep practicing it, it will help us in many ways. Find your own favorite sport, and stick with it!

Chapter Overview:

Physical fitness is an essential part of being a healthy and happy person. There are many kinds of fitness activities, including aerobic activities such as running and brisk walking, strengthening activities such as push-ups or sit-ups, flexibility activities such as stretching, and coordination activities such as throwing or kicking a ball.

There is also another kind of fitness, which is "mind-body" fitness. This type of fitness has the goal of bringing our body and mind into harmony, so that we can have positive energy in our day-to-day lives. This chapter will focus on mind-body fitness, as it is a type of fitness that can most easily and quickly help us to bring harmony into our being. It is important to note that all of the kinds of fitness are important, as is good nutrition. If we practice all the different kinds of fitness, as well as good nutrition, we can be assured of being healthy, happy and well-balanced in the physical, emotional and spiritual parts of ourselves.

Chapter Lessons:

Lesson #1 — The Five Tibetan Rites

Tibetan Buddhist monks say that their long lives are due to the daily performance of these five simple exercises, which they have practiced for hundreds of years.

- a) Gently spin yourself around clockwise. Keep your eyes fixed on one point. This will focus your energy and keep you from getting dizzy. After each revolution, pause briefly. Repeat seven times.
- b) Lie flat on your back. Then raise your legs and head off the ground at the same time. Gently lower your head and legs back down to the ground at the same time. Repeat seven times.
- c) Sit with your knees forward and your feet behind you. Keep your toes folded underneath you so they are not pointing straight back. Begin with your head bent forward and downward. Then gently bend your head backward, arching your back slightly. Pause briefly, then return your head to the starting position by slowly bringing your head forward and lowering your head. Repeat seven times.
- d) Sit with your legs straight out in front of you, your feet together, and your hands on the ground somewhat behind you. Make a bridge by raising yourself upward on your hands, using your feet for balance, and arching your back. Pause briefly then return to your original sitting position. Repeat seven times.
- e) With your face pointing downward and your hands and knees on the ground, straighten your legs and push your buttocks upward, making an angle with your body. Pause for as long as is comfortable, then return to the starting position with your hands and knees on the ground. Repeat seven times.

Note: Start out by repeating the five rites seven times each. You can try to increase your repetitions (as time allows) to eventually reach twenty-one – or as many as you feel comfortable with.

Lesson #2 — Hatha Yoga

Yoga is a Sanskrit word that means ‘union.’ Yoga is a vast collection of spiritual techniques and practices, all aimed at integrating mind, body and spirit. Its goal is to achieve a state of enlightenment (wisdom) or oneness (connection) with the universe. What is normally thought of as ‘yoga’ in our Western part of the world is really Hatha Yoga, one of the many paths of yoga. These different paths of yoga are simply different approaches and techniques that all lead to the same goal of enlightenment and oneness.

Yoga is not a religion, but a spiritual practice, or *sadhana*, which does not require any specific belief system to participate. The philosophies of yoga are universal and can be incorporated within any belief system.

The goal of Hatha Yoga is to arrive at union of the mind, body and spirit

through a practice of yoga postures, yoga breathing, body gestures and internal cleansing. These body-centered practices are used to purify the body, cultivate prana (breath) and activate kundalini, the hidden energies of the body. Yoga, therefore aims at a state of union between the body and the mind, as well as between our individual selves and the universe. When engaging in the practice of Hatha Yoga, the yogic practice of non-violence should be adhered to.

There are hundreds of asanas, or poses, in Hatha Yoga. The Mountain Pose is one of them.

The Mountain Pose:

- Stand with your feet about eight to twelve inches apart.
- Begin with your hands folded in the center of your chest where your invisible heart is located.
- Try to stand straight and tall with your spine in one vertical line, and your shoulders relaxed, arched down and back. Imagine that your feet are rooted in the earth, and that from the earth you are getting strength and stability.
- Close your eyes and breathe in. Imagine that you are breathing in the positive energy of the earth. Imagine that this positive energy is flowing upward from the earth through your feet, up your spine and throughout your whole body.
- As you breathe out, imagine that you are breathing out anything you don't want in your system – restlessness, anger or any other negative emotion. Imagine that these things are flowing right out into the sky and out into the universe.
- Repeat this type of breathing several times. Then gather your energy where your hands are folded – in your invisible heart.
- With your eyes still closed, pay attention to how you feel right now. Is it peaceful, energized, relaxed, and released? Try to name the feeling you are experiencing, so that you can remember it.
- When you are ready, open your eyes and just rest for a few moments.

(Note: The primary sources for the background information in this lesson are the writing of Timothy Burgin and the instructions on Yogabasics.com. For more information go to www.yogabasics.com.)

Lesson #3 — Tai Chi

The words “tai chi” come from the Chinese characters for Tai Chi Chuan. These words can be translated as the ‘Supreme Ultimate Force.’ The idea of ‘supreme ultimate’ is often connected with the Chinese concept of yin-yang, the idea that one can see a dynamic duality (male/female, active/passive, dark/light, forceful/yielding, etc.) in all things. Force can be thought of here as the means or way of achieving this yin-yang, or supreme-ultimate discipline.

Tai Chi, as it is practiced in our part of the world today, can perhaps best be thought of as a moving form of yoga and meditation combined. There are a num-

ber of so-called *forms*, or *sets*, which consist of sequences of movements. Many of these movements were originally derived from the martial arts (and perhaps even more ancestrally than that, from the natural movements of animals and birds), although the way they are performed in Tai Chi is slowly, softly and gracefully, with smooth and even transitions between them.

One of the central aims of Tai Chi is to foster the circulation of the ‘chi,’ or vital force, within the body. According to the philosophy of Tai Chi, if ‘chi’ energy is in good circulation in our body, we will have better physical health and vitality. This ‘chi’ circulates in patterns that are closely related to the nervous and vascular systems, and thus the practice of Tai Chi is closely connected with the practice of acupuncture and other Eastern healing arts.

Another aim of Tai Chi is to foster a calm and tranquil mind, focused on the precise execution of the exercises. Learning to do them correctly provides a practical avenue for learning about such things as balance, alignment, fine-scale motor control, and the rhythm of movement. Thus the practice of Tai Chi can in some measure contribute to being able to stand, walk, move and run better in other spheres of life as well. Many practitioners notice benefits in the correction of poor postural, alignment or movement patterns which can contribute to tension or injury. Furthermore, the meditative nature of the exercises is calming and relaxing in and of itself.

Tai Chi Walking:

(This exercise can be done in a group or individually.)

- Begin with your feet shoulder-width apart and your hands behind your back, and now lower your body by bending your knees.
- Raise your right leg slowly and take a step forward, bringing down your foot, heel and then toe.
- Shift your weight forward onto your bent right leg.
- Now move left foot out. Slowly raise left leg and take a step forward, staying in crouched position, heel and then toe.
- Imagine a direction you want to go in, in your life, or a problem that you need to solve. As you practice the walking, you are beginning that 1,000-mile journey. It begins with one step.
- Take that step, and practice breathing out as you come down with your foot and breathing in as you come up with your foot, slowly. The more slowly one goes, the more chi is generated. It takes greater control to go slow, rather than fast.
- Repeat the steps above as you visualize yourself moving confidently and powerfully towards your goal.

(Note: The information for this lesson was taken from an excellent Tai Chi resource. For more information go to: <http://www.chebucto.ns.ca/Philosophy/Taichi/Images/push.jpg>.)

Lesson #4 – ‘Brain Gym’ Exercises

These simple exercises are based on the work presented by Carla Hannaford, Ph.D. Dr. Hannaford is a neurophysiologist and educator with more than 28 years of teaching experience. In her best-selling book, *Smart Moves*, Dr. Hannaford states that our bodies are very much a part of all of our learning — that learning is not an isolated ‘brain’ function. Every nerve and cell is a network contributing to our intelligence and our learning capability. ‘Brain Gym’ exercises can help improve your concentration in class. Here are four basic ‘Brain Gym’ exercises which implement the ideas developed by Carla Hannover. They can be used quickly in any classroom. They are surprisingly simple, but very effective!

Drink Water:

As Carla Hannaford says, “Water comprises more of the brain than of any other organ of the body.” Having students drink some water before and during class can help ‘grease the wheel.’ Drinking water is very important before any stressful situation – for example, tests! - as we tend to perspire under stress, and de-hydration can have a bad effect on our concentration.

Brain Buttons:

This exercise helps improve blood flow to the brain, in order to “switch on” the entire brain before a lesson begins. The increased blood flow helps improve concentration skills required for reading, writing, etc.

- Position one hand so that there is as wide a space as possible between the thumb and index finger.
- Place your index finger and thumb into the slight indentations below the collar bone on each side of the sternum. Press lightly in a pulsing manner.
- At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.

Cross Crawl:

This exercise helps coordinate the right and left brains by increasing the information flow between the two hemispheres. It is useful for spelling, writing, listening, reading and comprehension.

- Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing with the left hand on the right knee, just as if you were marching.
- Continue doing this for about 2 minutes.

Hook-Ups:

This works well for nerves before a test or special event such as making a speech. Any situation which could cause nervousness calls for a few “hook-ups” to calm the mind and improve concentration.

- Stand or sit. Cross the right leg over the left at the ankles.
- Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.
- Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position.
- Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You will be noticeably calmer after that time.

Note: The *Egoscue Method for a Healthy Back* is another valuable approach to mind-body fitness. To learn some of the *Egoscue* exercises, see the website www.egoscue.com.

Discussion Questions:

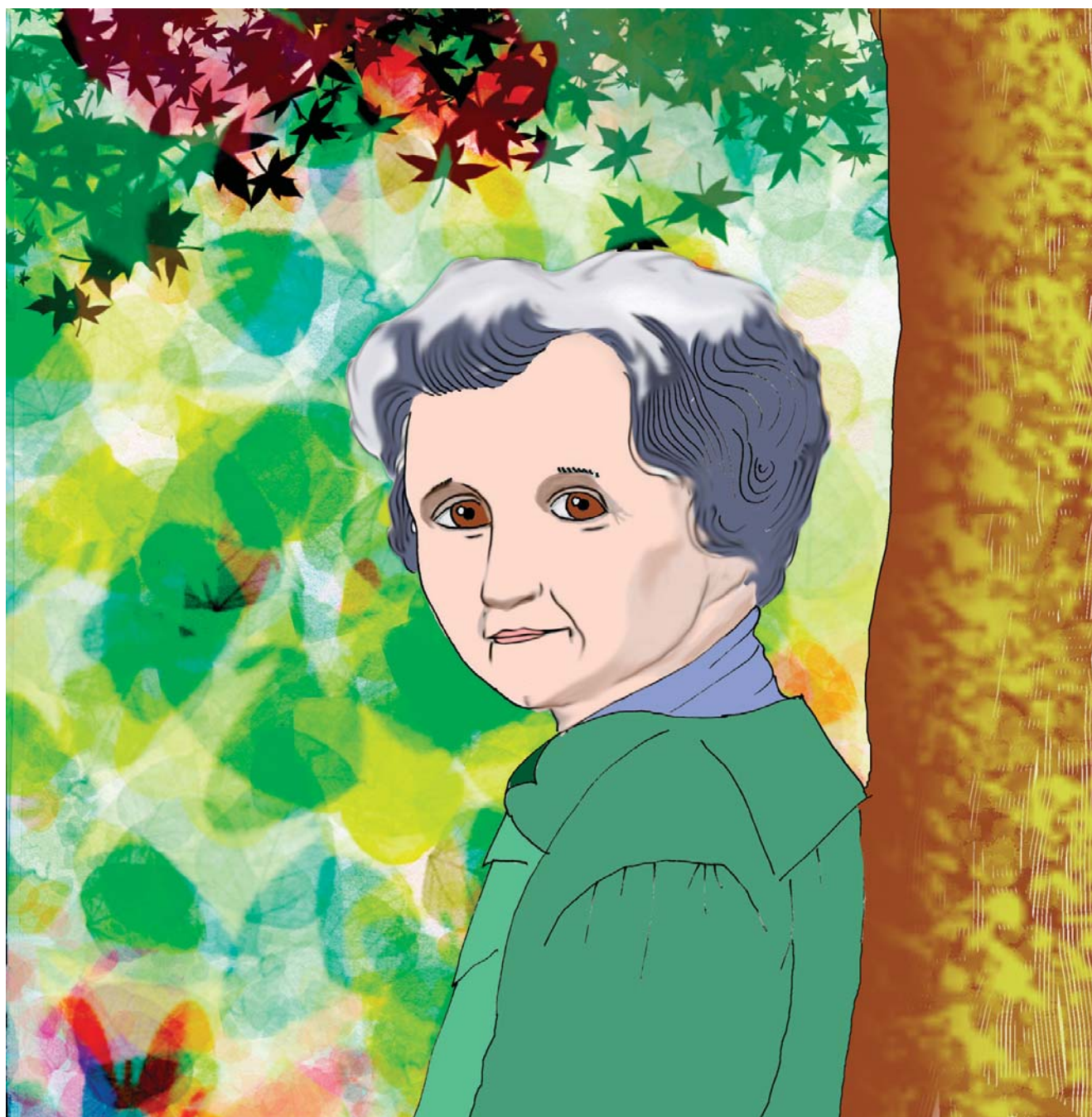
- a) How do you feel after doing some of the exercises in this chapter? Do you feel any changes? Do you feel better? What is your favorite lesson or exercise?
- b) Congratulations! Now you are on the road to becoming an expert on your own body. Why do you think it is important to be in tune with your body?
- c) Can you think of reasons why doing these kinds of exercises with your body might help your mind? You can make a list of your answers.
- d) Can you think of reasons why doing these kinds of exercises with your body might help your invisible heart or your spirit? How might they make you feel inside if you practice some of them regularly? You can make a list of these answers, too, if you wish.

Supplemental Activities:

- **Aerobics:** Aerobic activities such as running, walking, or playing sports are extremely important for overall fitness. They help keep our heart and lungs strong, improve our circulation, and cleanse our blood. Which aerobics activities do you practice? Try to practice some aerobic activity each day or at least three times per week.
- **Coordination:** Coordination activities such as ball games, dancing, and other

creative movement activities are important for connecting our senses with our bodies. These kinds of activities are also very good for activating the different parts of our brain, and they can help us to concentrate and do our academic work. Practice coordination by choosing a partner and throwing a small, softball back and forth. After you are good at catching with two hands try catching with one!

- **Strength:** Strengthening activities such as push-ups, pull-ups, sit-ups, or working with weights, help us to maintain healthy muscles. If our muscles are not used they can become weak. Strong muscles not only improve our blood flow and keep our back and joints healthy, they are very useful too! Practice a few strengthening activities such as push-ups or sit-ups.
- **Nutrition:** Good nutrition is essential to being physically fit. It is also crucial to maintaining emotional balance and mental sharpness. Let's ask everyone in the class to try to go one week without eating any kind of sugar. During this time, try to eat more fruits and vegetables and drink lots of water. After one week, how many students in the class were able to do it? Discuss how those who did it feel. Also discuss any changes you noticed in your routine, in your sleep patterns, and in your ability to do your schoolwork.
- **Mind-body fitness** includes the martial arts. How many people in the class practice a martial art? Make a list of the different martial arts that people practice or that you know of.
- Many of the mind-body lessons we have studied come from places in Asia. Look on a map and try to locate India (the birthplace of yoga), China (the birthplace of Tai Chi) and Tibet (the birthplace of the Tibetan rites).



Chapter Ten

Involvement with Nature

Chapter Inspiration:

“Climb the mountains and get their good tidings. Nature’s peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop away from you like the leaves of Autumn.” –John Muir

“I believe in God, only I spell it Nature.” –Frank Lloyd Wright

“The aim of life is self-development. To realize one’s nature perfectly – that is what each of us is here for.” –Oscar Wilde

“Wake up, look around and see the blossoming of a totally new world.” —Sri Chinmoy

“Nature is wont to hide herself.” —Heraclitus

“In all things of nature there is something of the marvelous.” –Aristotle

“Nature does nothing uselessly.” –Aristotle

“The goal of life is living in agreement with nature.” –Zeno

“Think not disdainfully of death, but look on it with favor; for even death is one of the things that Nature wills.” —Marcus Aurelius Antoninus

“In the state of nature ... all men are born equal, but they cannot continue in this equality, society makes them lose it, and they recover it only by protection of the law.” —Charles de Montesquieu

Chapter Story:

Rachel Louise Carson was born in the small, river town of Springdale, Pennsylvania, in 1907. Rachel’s mother was a great lover of nature and living things, and so Rachel spent much of her childhood outside in nature and talking about the natural world with her mother. In school, Rachel loved science and she

went on to study science in college. She received a Bachelor's Degree in Biology from Pennsylvania College for Women and a Masters Degree in Zoology from John's Hopkins University.

After college, Rachel got a job with the United States Bureau of Fisheries, writing radio scripts about nature. During this time, she also wrote feature articles about natural history for the *Baltimore Sun*. She then began a fifteen-year career with the federal service as a scientist and editor in 1936, and eventually rose to become Editor-in-Chief of all publications for the U.S Fish and Wildlife Service.

Rachel continued to write about important topics such as conservation and natural resources and edited many scientific articles. During her free time she started writing more creatively, in a style called lyric prose. She wrote an article called *Undersea* in 1937, and then a book called *Under the Sea-Wind* in 1941. In 1952 she published her prize-winning study of the ocean, *The Sea Around Us*, which was followed by *The Edge of the Sea* in 1955. These books were like a biography of the ocean and they became very popular. Rachel Carson became famous as a naturalist and science writer for the public. She resigned her job in government service in 1952 to devote herself to writing.

During her career as a writer, Rachel wrote several other articles that were intended to teach people about the wonders of the living world. These articles included *Help Your Child to Wonder* (1956) and *Our Ever Changing Shore* (1957). She was also planning another book about the ecology of life, but she was never able to complete it. All of Rachel's writing expressed the philosophy that human beings were only one part of nature and that human beings had a power that other living things did not have – human beings could either help nature or hurt nature.

Around the time of World War II, Rachel became very concerned about the widespread use of pesticides around the world and the dangerous impact of chemicals on the environment, on animals, and on people. Rachel felt a responsibility to warn people that the chemicals in pesticides were very harmful and that something had to be done to protect people and nature from them. In 1962 she wrote a book called *Silent Spring*, in which she spoke out against the practices of agricultural scientists and the government. In this book, Rachel called for a change in the way people were viewing and treating the natural world.

Some people did not like what Rachel was saying, especially the companies that made the chemicals for the pesticides. Rachel was criticized and sometimes ridiculed by the chemical industry and by some members of the government. Yet Rachel continued to speak out about what she believed and about what her scientific research was showing. She continued to try to teach people to see humanity as part of the fabric of nature, and that if we treat nature badly, we will

all suffer in the end. In 1963 Rachel was called to testify before Congress, and during her testimony she pleaded for new policies to protect people and the environment from dangerous chemicals.

Rachel Carson died from breast cancer in 1964. Her work lives on in her books. Her life is an inspiration to all of us to try to be more aware of our capacity to live more harmoniously with nature.

Chapter Overview:

Living in harmony with Nature is one of our most important jobs as human beings. As Rachel Carson and many others have taught us, we human beings are the stewards of the earth. We have a very important responsibility to treat the earth kindly, to use the earth's resources wisely, and to preserve the beauty and health of the earth for the future. Nature herself can provide us with comfort and support as we try to live up to our responsibility. When we need guidance, wisdom, or inspiration, we can go out into nature to play, walk, run, write, paint, sing, or just to be.

There is a great harmony that exists in nature. As creatures that are a part of nature, we can enjoy that harmony and that connection every time we go out into the forest, to the mountains, to the sea, or just to a local meadow, a park, or our back yard. Nature is one of our most special friends. It is important that we get to know nature's gifts so we can get help and healing from nature when we need it – and so we can support nature when she needs our help.

Chapter Lessons:

Lesson #1 — Mini Vision Quest

If possible, the vision quest should take place in the forest, in the mountains, in a meadow, by the sea, near a lake, or in some other natural setting. If your school is not near wilderness, you can go to a local park, a nature center, or even to a quiet spot on your playground.

Vision quests were and continue to be an important coming of age ceremony in many native tribes of North America. In many Native American tribes, a young person in the early teen years goes out into nature and spends some time by themselves. Sometimes they may even spend a night, or even two or three nights, alone in the wilderness. During this time the young person is expected to practice the skills of living in the wilderness that they have learned, and they are also supposed to spend time in reflection about this important stage of their lives.

Many tribes believe that during the vision quest the young person should

wait until they are visited by an animal or a spirit guide who will give them an important message or some kind of wisdom for their personal life or for their tribe. The native people believe that the person on the vision quest may have ‘visions’ - that they may see things or stories in their mind’s eye, that have important meanings. The stories of Black Elk in *Black Elk Speaks* are good examples of these kinds of visions.

When you do your own vision quests, you will not be staying in the wilderness alone for a long time as the young Native Americans do. You will simply go to spend some time in a natural place. Here are a few guidelines you might find helpful for a successful vision quest:

- a) Take the class to a natural place or to a local park.
- b) Each student should bring a pen or pencil and a small notebook to write or draw in. A marble composition book is fine, though a smaller, pocket-sized notebook is even better.
- c) Each student should be prepared to be silent for at least 15 minutes. 30 minutes of silence is ideal. It might be very helpful to practice being silent in class for some minutes each day prior to going on your vision quest.
- d) Once you arrive at your natural location, each student should pick a different spot to be. They should select a spot that ‘speaks to them’ – a place where they will be comfortable and peaceful and not distracted. It is important for each student to be far enough from other students that they can’t really see them directly or at least that they can’t really talk to each other.
(Note: an absolutely ideal spot for a vision quest is along a stream where each person can find his or her own spot. The rushing of the water helps to create a private place for each person where they can’t really hear any outside noise.)
- e) During the vision quest everyone should maintain silence. If someone needs the teacher’s attention for some important reason, they can make a signal or a motion to the teacher and the teacher can quietly come over to the student.
- f) The teacher’s job is to walk around quietly and unobtrusively, to make sure everyone is safe and focused. If everything is going as planned the teacher can sit in a central place and enjoy nature too!
- g) Each person should be encouraged to pay attention to the things of nature that surround them – especially the small things. Look and listen to the sights and sounds of nature – the songs of the birds, the rush of the water, the insects on the ground, the flowers, the ferns, the grass and the trees.

- h) Each student should be encouraged to listen with their inner ears and to look with their mind's eye during their vision quest. If they do, they very likely will get a message or an image that they want to write down or draw in their notebooks.
- i) Sometimes it is best to advise the students to wait until they get back to class to share about their vision quests. This gives each person time to think about and absorb their own experience.
- j) Once back at school, invite students to share about their vision quests if they want to. Students should also be invited to write more in-depth journal entries or more detailed pictures once they are back in class. This will make their overall experience much deeper and more memorable. Enjoy your vision quest!

Lesson #2 — Making and using talking sticks

A 'talking stick' is a valuable tool in talking about feelings. Find a stick in the forest or in the park. Break off any small twigs or branches and use some sandpaper to take the bark off and make it smooth. Then, using craft glue or hot glue, attach feathers, stones, shells, yarn, polished glass, dried flowers or other natural objects to your stick. Remember that your stick is going to help you to share your feelings with others, so your stick should have a special design that is just yours. Once your stick is finished, you can use it when you need to speak your feelings with others. Simply hold the stick when you are speaking. Give the stick to your partner when you are finished. Whoever is not holding the stick has the job of listening with 'giraffe ears' (see Chapter 3). Good luck! (You can use a talking stick in the same way you use the harmony flower described in Chapter 3.)

Lesson #3 — Making a God's Eye

Nobody really knows the origin of the 'God's Eye.' 'God's Eye' is the name given to a certain artistic, geometric design, which is described below. Nature is full of geometric forms, from snowflakes to crystals and from atoms to nebulae. Making a 'God's Eye' can remind us of nature's many beautiful designs.

Materials: Two sticks of equal length: anything from toothpicks to popsicle sticks to branches or dowels)

Yarn: embroidery floss, or cotton or wool yarn (several different colors)

Decorations: feathers, beads, seeds, bells, etc.

- a) Cross the sticks at the center, and tie together with the end of one piece of yarn. Tie the yarn in the back.
- b) Wind the yarn around the intersection in a figure eight or in any other pattern that will secure the center.
- c) Then begin weaving by winding the yarn behind and then over one stick, behind and over the next stick, until you are ready to change colors.
- d) Then tie on a second color and continue weaving around the sticks. You may add several colors, and you can reverse the direction of the weaving to make more complex weaving patterns.
- e) Stop before you have filled the sticks completely and knot the yarn on the back. (Remember to make all knots on the reverse side when changing colors.)
- f) Attach feathers, bells, beads, etc. by tying them to the ends of the sticks.
- g) Some color meanings:

Yellow:	Sun, Moon, Stars
Blue:	Sky and Water
Brown:	Earth
Green:	Plant Life
Black:	Death and Transformation
Red:	Life

Lesson #4 — Sand painting

Sand painting is very popular in different cultures around the world, including the Navajo culture in the Southwestern United States and the Buddhist culture of Tibet (near China). Sand paintings are usually made of colored sand and the designs are usually symbols of life, renewal, energy, or other inspiring things. Traditional sand paintings are often made by simply pouring or dropping sand on a certain kind of paper or smooth surface. Quite often the sand is not fixed to the surface in any way – so it can be brushed or whisked away when the sand painting and whatever ceremony it might be used for are finished. This brushing or whisking away symbolizes the impermanence of all things and the constant change occurring in the universe. It also helps us to appreciate the process of creation, to live in the moment, and to learn how to let go of the past.

If you wish, you can make “impermanent” sand paintings as the native people do. You can also make sand paintings that are more permanent which you can keep. To do this, follow the directions below.

a) You need some solid art paper – either poster board, card stock, watercolor paper, or other heavier grade art paper. You can also use cardboard, but do not try to use regular copy paper or other thin paper. You will also need colored sand, which you can get at a local art store or craft store.

b) It is best if the sheets of paper are at least 18” by 12” in size. Even larger sheets of paper are better if that is possible.

c) The first step is to think about your image or picture and to sketch it first on another paper – a piece of scrap paper. Usually sand paintings are either scenes from nature or geometric designs. Sometimes they also show a simple image of certain mythological creatures. You might want to look at a book of nature scenes, a book of mandala designs (from Tibet), or a book of native symbols, if you want to get more specific ideas. You can also come up with your own ideas. However, it is important to make your design simple.

d) Once you have chosen a design or image, and once you have practiced it on a piece of scrap paper, you can copy your design onto your final art paper using a pencil. You might want to press down lightly with your pencil in case you want to erase something.

e) After you have sketched your design or image, you can decide what colors each part of your painting will be. Be sure you know what sand colors you have available. It is best not to try to mix colors and it is also easier if you try not to create too many tiny or thin spaces with different colors – at least when you are doing your first sand painting. With your pencil you should very lightly write the colors you want to put on the different sections of your drawing. In other words you will write the words ‘blue,’ ‘green,’ and so on, in every section where there will be a different color. Every section should have a note about what color of sand you want to put there. You can use abbreviations if you don’t want to write the whole word.

f) Now the fun part! Get some Elmer’s glue and carefully drip just enough of it on only one section of your painting. Gently spread the glue evenly across the whole section using your finger or a q-tip cotton stick. Be sure the whole section is covered, but only do one section. If some glue spills or leaks over to another section just wipe it off gently with a tissue or napkin before it dries.

g) After you have a nice, smooth spread of glue over one section you can carefully pour the color of sand you want onto that section. For this you can use a paper cup or a small pitcher. Your sand will stick to the glue automatically. Just keep

pouring it until the sand is spread across the whole section. If you have to lift up your picture to tilt it and shake it a bit, that might help to spread your sand fully and evenly.

h) You must let your first section dry for at least a few minutes before you spread your glue for the second section. In the meantime, you can save any extra sand by shaking it off onto your table and using a small whiskbroom to put it back into your cup or pitcher.

i) Just don't be in too much of a hurry, and you will end up with a beautiful sand painting. (Note: It may take more than one sitting or class to finish).

j) You can make a display for your sand paintings when your class is finished. It is always good to include labels for each painting and a written, posted description of the project to put on the bulletin board with your paintings. Good luck!

Lesson #5 — Making dream catchers

'Dream catchers' are an important part of the culture of some Native American tribes. Dream catchers have also become a very popular item in today's modern world as well. The belief or idea behind the dream catcher is that the web of the dream catcher catches bad dreams or negative thoughts, while it lets good dreams and positive thoughts pass through. Good dreams or positive thoughts are dreams and thoughts that are fulfilling and enriching, that bring us greater peace and happiness. The dreams or thoughts that get caught in the web are all those things that don't help us on our journey; things that might block us or limit us from reaching our personal harmony. You can learn how to make a dream catcher, and then you can hang your dream catcher in your classroom or in your house to bring more harmony into your life.

a) Use about 2-6 feet of soaked vines (willow or grapevine preferably). Carefully bend the vine around to form a circle with a 3 - 8 inch diameter. (Usually dream-catchers are no wider than an adult's hand.)

b) Twist the vine around the circle to strengthen the hoop.

c) Use about 4-16 feet of strong, thin string (hemp, jute, or any natural fiber). Knot a loop in one end. This will become the hanger.

- d) Tie the hanging loop around the weakest point.
- e) Hold the string and place it loosely over the top of the loop. Move the string around to the back of the hoop (making a hole) and pull the string back through the hole. Repeat this stitch all around the loop, progressively making a smaller and smaller opening.
- f) Pull each stitch taut, but not too tight, so that it will lie flat. Space the stitches evenly, about 1 and 1/2 to 2 inches apart.
- g) On the following rounds, place the string around the center of each stitch from the previous round.
- h) As you work through the rounds, the string from the previous rounds should bend towards the center of the hoop slightly. A spider web begins to form.
- i) You can place a bead on the string to represent the spider.
- j) Make sure you leave a hole in the center of the dream catcher.
- k) End by stitching twice in the same place, forming a knot, and pull tight.
- l) You have completed your dream catcher. Find a place to hang it at school or at home and enjoy sweet dreams and pleasant thoughts.

Lesson # 6 —Nature poem/Circle game

For this game you will need some special things that you have found in nature – some small stones, some shells, some chestnuts, black walnuts in their green shells, or some other roundish natural objects. You can use apples, oranges, or ordinary balls if you wish. It is quite possible that a few objects will be dropped and lost to the game, so plan accordingly. You should have enough items of the same object, all stones or all shells, for example, so everyone in the circle will have one.

- a) For this game, stand in a circle with just enough distance between each person so that everyone can touch hands. During this game you don't actually hold hands, but you gently touch each other's hands by holding your left palm upward and your right palm downward. Eventually you will be receiving an object in

your left hand from the person to your left and you will be passing the object on to the person to your right with your right hand.

b) You begin the game, however, with each person holding their object in their own two hands in front of their invisible heart – the left hand palm up and the right hand palm down. In other words, the object will be sitting in the left palm and it will be covered gently by the right hand.

c) You will stand still during this game. The only motion is with your hands and arms. Basically there are only two motions. In one motion you are moving your hands towards your neighbors' hands on your left and right. In the other motion, you are moving your hands back to the middle of your chest, as described above. First you will receive an object in your left hand, then you will move your hands to the middle of your chest, and then you will pass the object to the person on the right.

d) It is important to keep a steady rhythm. Otherwise folks will not pass at the same time. In other words, everyone in the circle needs to do the actions in unison – that is the object of the game. If you think of each motion described above as having one drumbeat, this will help you to 'get it.'

e) There is a poem that goes with the game. Wherever you see the slash ('/') in the poem, that is where your hands are coming to the center. Whenever you are saying the words of the poem, that is where you are receiving or giving the object. It is important to pause briefly after every motion – after every part of the poem. Each part of the poem goes with one beat. Here is the poem:

We give / we care
We learn / to share
And as / we give
We learn / to weave
A web / of love
As bright /as stars
That shine / above

f) When you are done with the game, you can talk about the game – what was challenging and what was fun. You can also talk about the meaning of the poem. This poem is borrowed from the Rudolph Steiner educational program – also called the Waldorf educational approach.

g) You may find it very helpful to practice this game without any objects first, so you can learn the motions, the proper rhythm, and the words to the poem.

Discussion Questions:

- a) Compare the two meanings of ‘nature.’ One meaning is Mother Earth and all of her manifestations. The other meaning means the essence of being human. Can you find one quotation from the chapter quotations above that uses ‘nature’ in the first way and another quotation that uses ‘nature’ in the second way? How do you think these two kinds of nature are connected? Brainstorm the different ways – there is not just one ‘right’ answer!
- b) Chief Seattle was a great Native American Chief. He was an eloquent speaker. One of his speeches was written down by people who attended the occasion (there were no recording devices back then!). This speech was about the end of the way of life of the Native Americans and the beginning of the ‘white man’s’ control of North America. The speech is also about the different ways of seeing and treating Mother Earth. This speech became very famous. You can find this famous Chief Seattle speech about Mother Earth in the encyclopedia, in many books, or on the Internet. Read all or part of this speech with your class. If it is too long for one person to read the whole thing, each person can read part of it. Discuss the meaning of this important speech with your class.
- c) Frank Lloyd Wright was a very famous American architect and philosopher. Discuss what you think he meant in quotation #2.

Supplemental Activities:

- Make a seed collection. See how many different kinds of seeds you can collect. You can paste them onto paper or put them into containers with compartments. It will be good to label your seeds, if you can identify them. You can also try to sketch them on some art paper or in a science journal. You can also sketch what the seeds will sprout into and what they will become as adults. Discuss with your class what it is inside the seed that determines what kind of plant it will become. Is it the same for humans? What is it inside you that shapes what kind of body shape and size and color you will become? What is it that shapes what kind of person you will become?

PART II

Creating Harmony in the World

Think Sky



Chapter Eleven

Welcome to the Web of Life: Understanding How Every Relationship Can Build a Positive World

Chapter Inspiration:

“Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.” –Chief Seattle

“Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.” –Jawaharlal Nehru

“Treasure your relationships, not your possessions.” –Anthony J. D’Angelo, *The College Bluebook*

“Relationships of trust depend on our willingness to look not only to our own interest, but also the interest of others.” –Peter Farquharson

“As bad as physical disease is for the eyes, there is another disease, which can ruin your relationships. It is the ‘I’ disease where your conversation contains the words, ‘I’, ‘me’, ‘my’ and ‘mine’, every eight to ten words. If these words were removed from most people’s conversation they would have nothing to say.”
–Sidney Madwed

“Without relationships, no matter how much wealth, fame, power, prestige and seeming success by the standards and opinions of the world one has, happiness will constantly elude him.” –Sidney Madwed

“Religion holds the solution to all problems of human relationship, whether they are between parents and children or nation and nation. Sooner or later, man has always had to decide whether he worships his own power or the power of God.”
–A.J. Toynbee

“My true friend is he who loves me for what I inwardly am
And not for what I outwardly have.” –Sri Chinmoy

“Our differences disappear the moment we come to realize
that all hearts are one.” –Sri Chinmoy

Chapter Story:

When Helen Keller was less than two years old, she suddenly became ill with a fever. The fever was very strong and she became unconscious. When the fever finally went away, her family was happy, but then they realized something was wrong. Helen could no longer see or hear. The fever damaged her brain and took away her senses of hearing and vision.

Between the ages of two and seven, Helen lived a very difficult and challenging life. She could not communicate with anyone. Without the ability to see or to hear the world she could not really understand the world. Sometimes she became very frustrated and angry at her condition. Other times she became very frightened, and she felt alone and sad.

Helen's life changed forever when she was seven years old. That is when a teacher named Anne Sullivan came to live with Helen's family. Anne Sullivan had received special training that taught her to help someone who was blind or deaf, but she had never worked with somebody who was both blind and deaf.

Helen was very excited at first to have a teacher who was going to help her. Yet things were not easy at first. Everything Anne Sullivan tried to communicate she did by drawing on Helen's hand, for it was only the sense of touch that was left as a connection between them. It took a tremendous amount of determination and courage for Helen to learn from Anne. And it took great imagination, patience and love for Anne to be able to teach Helen.

There were times when Helen became angry that she couldn't learn. Anne was able to identify with Helen's condition and to sympathize with Helen, so it did not bother Anne when Helen became angry, even the time that Helen threw down her rag doll on the floor and broke it into pieces. Anne never judged Helen in a harsh way or made her feel bad, and in this way she gained Helen's trust. Because of the very close bond of friendship between Helen and Anne, Anne was able to teach Helen how to read using a method called Braille. Using Braille, Helen became a prolific reader and she read as many books as she possibly could because she always felt she had to 'catch up' to the people who had sight and hearing.

Eventually Anne was even able to teach Helen how to communicate with the world. Anne and Helen spent many years together, learning from each other. Then, sadly, in 1936, Helen's teacher Anne Sullivan passed away. Helen went on to live another 32 years. She lived a very full life, helping the blind and being an advocate for racial and gender equality. She learned to speak and to deliver speeches. She wrote books, including her famous autobiography and she even performed in theater productions. Helen Keller went on to live a very full and even happy life, in spite of her condition. She believed that people who are blind or deaf are like everybody else – they want to get the most out of life and to

feel connected to other people. The friendship between Helen and Anne is a tremendous example of how a positive relationship can change someone's life.

Chapter Overview:

Understanding the web of life means being aware of how all things, living and non-living, are interconnected. Everything in the universe has some relationship or connection to every other thing in the universe. Sometimes we cannot see the connections between things but we can come to understand that they are connected. For example, we cannot see raindrops leaving a cloud and falling to earth, but we know that raindrops come from clouds because when there are no clouds there is no rain.

The connection between living things is very significant because we all share the same planet. All of us living things --plants, animals and humans -- use the same air, the same water, and the same minerals in the earth. We also need each other in many ways. For example, the kind of air humans and animals breathe out – carbon dioxide – is the very thing that plants need to breathe in. And the kind of air that plants breathe out – oxygen – is the exact kind of air humans and animals need to breathe in.

Human beings have a very special connection with each other because human beings are the stewards of the planet. This does not mean we are the bosses of the planet but that we have a special responsibility to care for our planet. In order to best care for the planet, human beings need to learn how to get along with each other – how to work and play together. Human beings need to learn how to share. Human beings need to learn how to learn from each other and how to help each other. The story of Helen Keller and Anne Sullivan is a wonderful example of how much people can help each other if they really try.

Chapter Lessons:

Lesson #1 - The Web of Life Game (Copyright Andrew Kutt 2005)

Note: For this activity you will need ten strands of yarn about four to six feet long. The strands should be of the colors indicated below if possible. The strands, when stretched out should all be connected to a central point – some kind of stationary object, for example, a ball of multicolored, uncarded wool. The strands can be attached with a safety pin, a clip, Velcro or in some other manner. Instead of the uncarded wool ball you can also use an ordinary ball of wool thread, a decorated beach ball, or something in the shape of a heart. If necessary

or if you prefer, a person or persons can become the central point where all the strands of yarn connect, instead of a ball. The person(s) would have to have all the strands of yarn attached to them, or the person could hold them all. Two people standing or sitting back to back might be ideal. The activity is for ten people at a time.

Today we are going to play the Web of Life Game. We are going to unwind all of our strands of yarn. Each person will take the end of one strand and gently stretch it out so we make one large circle around the center – where all the strands come together. We are going to begin with a special poem we will say at the beginning and at the end of our game. Then, whatever color you have, you will take turns saying the poem that goes along with that particular color. After we say all ten poems for all ten strands, then we will gently put the end of our strand down on the floor and move to the strand to our right. Then we will repeat the poems, except this time each person will have a different strand of yarn and so each person will say a different poem. We will repeat this up to ten times, so that at the end each person has had the chance to say each poem once. At the end we can all say the beginning and ending prayer together. Note: It will be helpful to have the poems written or typed on cards.

Here are the preferred colors of yarn, the meanings of the colors, and the poem that goes with each color:

Red:

Red is for the blood that goes through every human's veins; that gives us strength and health. All human beings have the same blood. We are all part of the same species. We are all one family.

Red is the blood in you and me,
It's red no matter what, you see.
Whether we are black or brown or white,
We're all one color deep inside.

Blue:

Blue is for the air we breathe and for the sky that gives us inspiration. Blue is for beauty and for inspiration. Blue is a heavenly color, which shows us the way to transform earth.

Blue is for the sky above,
Your beauty, which our eyes do love.
When we can breathe the purest air,
We know we're safe in blue sky's care.

Brown:

Brown is for the earth. Brown, our Mother Earth who gave us birth and who nurtures us always. Brown is for the soil made of the same substance as our bodies and to which our bodies will return.

This I say to Mother Earth:

You were the one who gave us birth,
Your soil is fertile and so deep,
Your loving care we always keep

Yellow:

Yellow is for the sun - the source of our energy, or comfort and warmth, our inspiration. The sun is the source of food, through photosynthesis, for all plants. Plants, in turn, provide food for all animals and humans.

Oh great sun that shines so bright,
You give us life you give us light.
You provide food for plants to eat,
And when we're cold you give us heat.

Black:

Black is for space, the mystery of how we came to be, for the night in which we dream and have visions. Night is dark, but it is there we can see the majesty of the stars and the vastness of the universe.

Black, you stand for deepest space.
We cannot see your hidden face.
But when the stars and planets shine,
We can see your smiles divine.

White:

White is for goodness and purity and wisdom. White is for the knight who comes to help his brothers and sisters. White is the color of our hearts when we give the best of ourselves.

White, you stand for all that's true,
For purity and wisdom too.
In you all colors find their home,
With you we'll never feel alone.

Green:

Green is for creativity and imagination. Green is for newness. Whatever is old cannot be green. Green reminds us to keep our hearts joyful and our minds young.

Create, create, forever green,
Every day a brand new scene.
Imagination is the key
To staying happy and carefree.

Lavender:

Lavender is for healing, caring and compassion. Lavender reminds us that our better nature is sweet. It softens us when we are harsh, so we can be a healing force.

Lavender is a healing thing,
It helps us when we hurt or sting.
Just like lavender, we can be
A help to those with injury.

Orange:

Orange is for bravery, courage and determination. Orange is different because it has no fear. Orange always shines no matter what. Orange reminds us to stay determined.

Orange no one can imitate,
Your bravery's what makes you great.
Courageous means to say what's true,
No matter what your fears tell you.

Burgundy:

Burgundy is faith and loyalty, burgundy is the color of our royalty. It is the color of the banner of peace we hold when we walk in the way of love and compassion.

There is nothing quite like burgundy
When it comes to loyalty.
If we have faith in who we are,
We can twinkle like the stars.

Beginning and concluding poem:

We weave a web of life each day
In our work and in our play.
The strands we cannot always see,
But they weave together you and me.
Each thought or action done with care
Means someone's happy here or there.
Whatever goodness we can sew
Will make our fabric strong and grow,
So it can spread across the world,
Like a flag of endless love unfurled.
And who or what is at the source--
Well it's you and me and God, of course.
That love has a thousand names,
It's why we like to play this game.

Note: Be creative. You can invent different kinds of weaves that you can make during the game. Instead of just putting the strands down after the poems are read, the strands can be intertwined or looped under and over each other. In this way, at the end you can create a woven web. However, remember to be gentle with the strands of yarn – they are fragile! You will also have to think this out and plan it in advance with much smaller pieces of yarn or string to make sure it will work when you are doing the actual game.

Lesson #2 - Dr. Untangle

Gather in a group of six to ten people. One or two people will not join the group, but will stand outside the group and wait. They are the 'doctors'. We will stand in a circle, and then everybody will walk towards the middle of the circle, until the group is kind of bunched up but not squished. Each person should take hold of the hand of another person, using one hand. Using the other hand, they should take hold of the hand of a second person. Each person should now be holding hands with two other people. You are now like a tangled knot. (If you are not tangled enough, the teacher might move you around to get you tangled some more!)

Now, your job is to get everyone untangled and make a circle without breaking the chain – that means without letting your hands go from any of your partners. Dr. Untangle will help you, so listen to his/her instructions. You will have to cooperate to be able to move your bodies in the ways you need to get untangled and to make a circle. Be patient, otherwise your chain will break!

Once you have the circle, it's all right if some people are looking in one direction and some are looking in the other direction. If it's too hard to end up in a circle, you can at least try to end up in a straight line. If anyone gets frustrated along the way, Dr. Untangle can administer 'knot-aid' by gently breaking a pair of hands and reconnecting them at a better place, to make the task a little easier.

We are still all connected! Now let's take a break and discuss the meaning of this lesson. The purpose of this lesson is to show that because we are all connected, we must work together to solve our problems. In real life our hands are not chained together, but nevertheless we are all part of one human family. Our human family has to work together to solve the world's problems, just as we did today in getting ourselves untangled.

Lesson #3 – The planet earth

Look at a picture of the earth taken by the space shuttle or another picture of planet earth taken from space for a minute or two. What colors do you see? Look closely, there may be more colors than you think!

- a) What kinds of feelings do you get when you see the earth? We will work as a team and make a list of the kinds of feelings we get when we look at or think about the earth.
- b) If you had to choose an adjective to describe the earth, what adjective would you choose? Now let's make a list of all the adjectives we can think of, that we could use to describe the earth.
- c) Have you ever heard the expression 'the earth is our mother'? In what ways is the earth our mother? Think of what our own biological mother gives us and then compare it to what Mother Earth gives us. (Our biological mother is the mother who gave us birth.) We can do this by making a chart: On the left column of our chart we will write all of the things we get from our own biological mother. In the right column we will write all the things we get from Mother Earth. Now look at the chart and compare the things in the left column with the ones in the right column. Do you see some similar things? Do you see any differences?
- d) We have a relationship - a deep connection - with both our own mother and with Mother Earth. Without our biological mother none of us would be here. Without Mother Earth, we would not be able to live. Using all of the words we have discovered, write a poem, story, or essay about your relationship with your own mother or with Mother Earth – or you can write about your relationship with both of them and about how those relationships are similar. If you wish, you can

illustrate your writing with small pictures, make a border around your writing with earth symbols, or make one single drawing to go with your writing. Share your writing and your artwork with the class or display your classwork on the bulletin board.

Lesson #4 – What we are made of

Did you know that every star and every planet including our earth is made of the same stuff as you and me? Our physical bodies and every other thing in the universe are all made of the same elements – such as hydrogen, oxygen, carbon and many others. That’s one reason why, if the soil, the air, or the water is sick because of pollution, then we might get sick too. Minerals from the soil enter into us when we eat our food. If there is pollution or bad chemicals in the soil, then this pollution will come into us from the plants or animals we eat. In the same way, air and water are flowing through us all the time. If the air or the water is dirty then our bodies will get dirty on the inside also. This is proof of how connected we are to the earth and to everything on the earth. As Chief Seattle once said, “Whatever we do to the earth we do to ourselves.” Choose from one of the following activities:

- a) Make a poem, story, picture, or cartoon that shows in a creative way how everything – water, soil, air, fire, rocks, mountains, animals, plants, human bodies, planets, and stars are all made of the same elements. If you prefer, you can create a skit, a musical piece, or a creative movement piece to illustrate the same lesson.
- b) Make a poem, story, picture, or cartoon about how you imagine the universe was created.
- c) In small teams of two or three people, create a dramatic skit that shows how people are affected by pollution in the air, water, or land. You can also show how healthy we can be if our air, water, and land are free from pollution. Your skit can use music or creative movements if you wish.

Lesson #5 – How we get our morning milk

Here is a story about how we are all connected. Everything we touch or see has invisible threads connecting it not only to us but to many other people in ways we are not even aware of. For example, the milk we drank this morning came out of a carton or a jug that we got at the grocery store. But the story of the milk and of all the people who played a part in helping the milk get to our table

began long before the milk got to the store. Somewhere a person had to build fences and prepare grazing pastures for the cows to eat. Somebody had to watch the cows and make sure they were safe and had enough to eat. A different person was responsible for milking the cows and for gathering all the milk in large containers. Then somebody had to drive the large containers of milk to a milk processing plant where the milk was pasteurized to make it safe to drink and where it was put into cartons. Many different people work at the processing plant to make the milk safe and to prepare it to go into the cartons. After that, another driver had to take all the cartons to the grocery store to be delivered. At the store, a worker had to take the cartons off the delivery truck and put them into the store refrigerator. Finally, another worker at the store took the cartons out of the refrigerator and put them into the display case where you found the carton you bought to take home.

So you see, even in the case of something as simple as milk, many people had a role to play in the carton of milk getting to our kitchen table. All of these people had to do their jobs properly and carefully in order for us to be able to drink a glass of milk. We are connected to all of these people as if we had invisible threads because we all have something to do with the same milk!

- a) Create a picture, poem, story, cartoon, song or a dramatic skit about the story in Lesson Five.
- b) Write your own story of connectedness using the story in lesson five as your model.

Lesson #6 – Essential communication skills

Since communication is the key to building positive relationships, it is important to learn the mechanics of communication. Building positive relationships depends upon some basic communication skills. Here are some communication guidelines that will help you to be a better communicator.

- a) When someone is speaking to you, it is polite to look at the person instead of looking in some other direction. This shows the person that you are paying attention and that you want to hear what they have to say. If you do not look at them, the person might think you don't really care to hear what they have to say and their feelings might be hurt.
- b) If you nod your head when someone is explaining something or if you say, "Yes I understand," this is very helpful to the person who is explaining. Otherwise the person might not know whether you understand or not.
- c) If you are the person doing the talking, it is important once again to look at the

person you are talking to. If you don't, the person you want to communicate with might not be sure you are talking to them.

d) If you are near someone, try to find a good voice level or tone to use that is not too loud or too soft. A voice too loud might make the other person feel uncomfortable. A voice too soft might make them strain to hear you or to hear incorrectly. In both cases – too loud or too soft – the person cannot hear you very comfortably or well. So try to find a medium voice tone that will be not too loud or too soft. If you are not sure, you can always ask the person.

e) Your body language is what you do with your body when you are communicating. If your body is very stiff and rigid then the other person might think you are afraid of them. If your body is lazy and falling all over the place, the other person might think you are being silly and that you don't take them seriously. If your body is fidgeting the other person might think you are nervous or the other person might be distracted or uncomfortable. When having a conversation with someone, it is best to sit fairly still in a way that is comfortable for you to listen effectively.

f) Saying 'please' and 'thank you' are not only good things to say every day to be polite. They are especially helpful when you are trying to communicate with someone. For example, when you say, "Could you please repeat that because I didn't understand," the word please is very inviting to the other person and encourages them to want to help. And if you say, "Thank you very much for sharing with me," it makes the other person feel that you appreciate the conversation and that the conversation was worthwhile.

Discussion Questions:

Below are some passages from Helen Keller's autobiography, followed by some questions for reflection and discussion.

a) "Everything Miss Sullivan taught me she illustrated by a beautiful story or a poem. Whenever anything delighted or interested me she talked it over with me just as if she were a little girl herself... I cannot explain the peculiar sympathy Miss Sullivan had with my pleasures and desires. Perhaps it was the result of long association with the blind. Added to this she had a wonderful faculty for description. She went quickly over uninteresting details, and never nagged me with questions to see if I remembered the day-before-yesterday's lesson. She introduced dry technicalities of science little by little, making every subject so real that I could not help remembering what she taught."

What things does this passage tell you about what kind of teacher Anne Sullivan

was and about the relationship between Anne and Helen?

b) "Love is something like the clouds that were in the sky before the sun came out," Anne replied. Then in simpler words than these, which at that time I could not have understood, Anne explained: "You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play." The beautiful truth burst upon my mind--I felt that there were invisible lines stretched between my spirit and the spirits of others.

Love was a very difficult word for Helen to understand because she could not touch it. The passage above shows how Anne Sullivan finally was able to get Helen to understand what the word love meant and how Helen felt when she finally understood. How would you describe love?

c) "I recall many incidents of the summer of 1887 that followed my soul's sudden awakening. I did nothing but explore with my hands and learn the name of every object that I touched; and the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world."

When you learn the names of things how does this make you feel more connected with world?

d) What many children think of with dread, as a painful plodding through grammar, hard sums and harder definitions, is today one of my most precious memories."

Why do you think Helen felt this much enthusiasm and joy about learning grammar and math and definitions? Imagine for a moment that these things are great gifts to us and that it is a privilege to be able to learn reading, writing, math, and other subjects. These are things that animals cannot do. Why not? These are things that we can do much more easily in our country than in other parts of the world. Why is this?

e) "On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow."

To feel repentance or sorrow is a very human thing to feel. Can you remember the first time you felt something like this? What happened that caused you to feel this way?

f) “A day or two afterward I was stringing beads of different sizes in symmetrical groups--two large beads, three small ones, and soon I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, ‘Think’. In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea.”

What is an abstract idea and how is it different from the name of some ordinary thing or the word for some physical object that you can see, hear, touch, smell, or taste?

g) “When the time of daisies and buttercups came, Miss Sullivan took me by the hand across the fields, where men were preparing the earth for the seed, to the banks of the Tennessee River, and there, sitting on the warm grass, I had my first lessons in the beneficence of nature. I learned how the sun and the rain make to grow out of the ground every tree that is pleasant to the sight and good for food, how birds build their nests and live and thrive from land to land, how the squirrel, the deer, the lion and every other creature finds food and shelter. As my knowledge of things grew I felt more and more the delight of the world I was in. Long before I learned to do a sum in arithmetic or describe the shape of the earth, Miss Sullivan had taught me to find beauty in the fragrant woods, in every blade of grass, and in the curves and dimples of my baby sister's hand. She linked my earliest thoughts with nature, and made me feel that ‘birds and flowers and I were happy peers.’

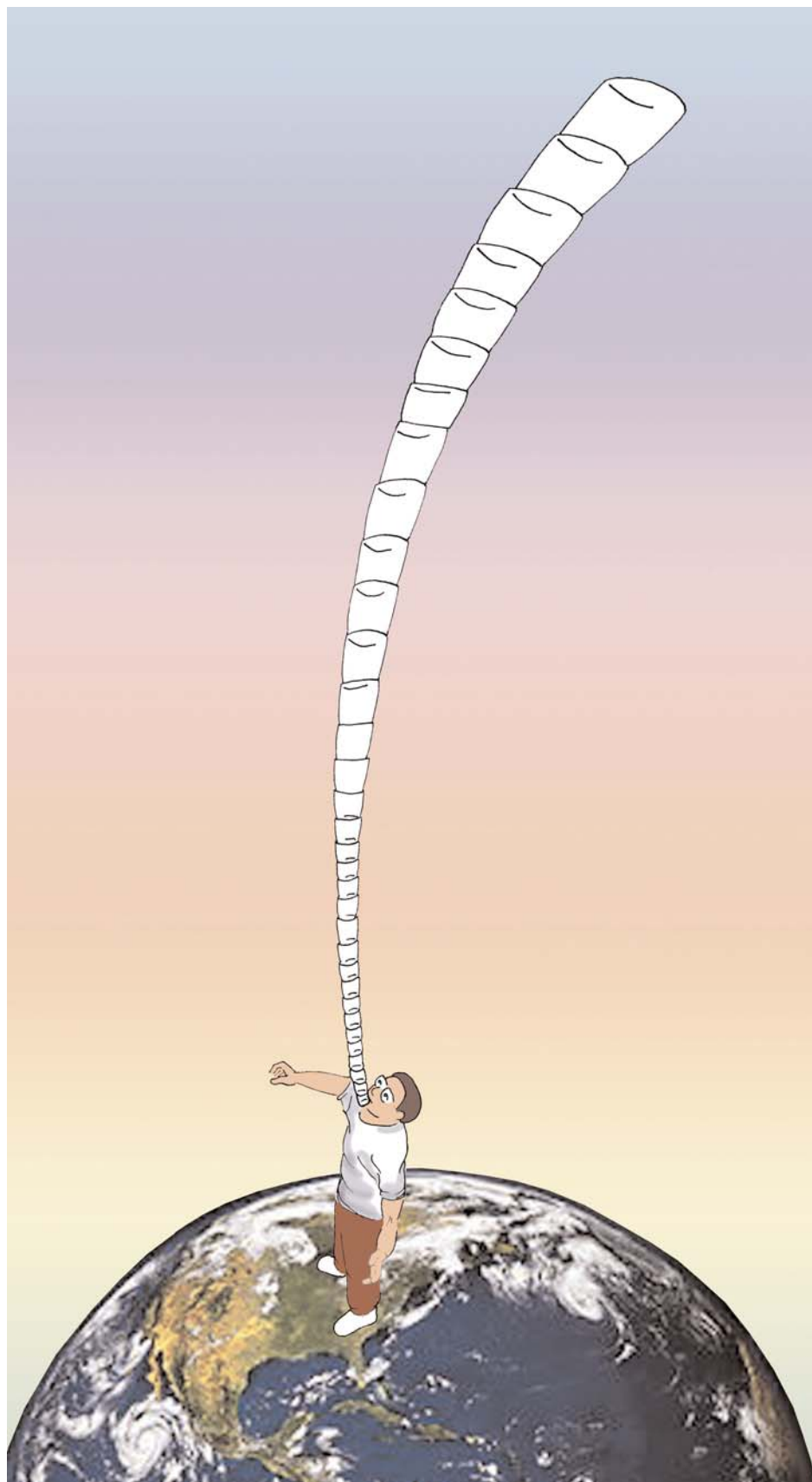
In this passage Helen is talking about discovering her friendship with nature. What does she mean when she says that Anne Sullivan made me feel that the “birds and flowers and I were happy peers”?

h) “But my teacher had been with me several weeks before I understood that everything has a name....Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that ‘w-a-t-e-r’ meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.”

Language is quite a miracle when you think about it. Imagine and describe what the world would be like or how the world would be different without any spoken language.

Supplemental Activities:

- Read more of the autobiography of Helen Keller. Pick out a passage that strikes you or interests you to share with your class.
- Make a list of all of the most important people in your life. Next to each person write why that person is important to you. What is it that you have gotten or gained from that person?
- Make a colorful drawing that illustrates the web of life game from Lesson #1 above. This project can be done as individual drawings or in teams that work on larger group drawings. The drawing should show the different colored strands of the web and something special at the middle, such as a colorful ball, a globe, or a beautiful heart, where all the strands come together. An extra challenge would be to include all the poems about the different colors in your drawing. The poems can be written directly onto your drawing, or the poems can be written on separate paper and then cut and pasted onto the drawing.



Chapter Twelve

Creativity: Becoming a Problem-Solver Every Day

Chapter Inspiration:

“Creativity can solve almost any problem. The creative act, the defeat of habit by originality, overcomes everything.” –George Lois

“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.” –Scott Adams, *The Dilbert Principle*

“When Alexander the Great visited the sage Diogenes and asked whether he could do anything for the famed teacher, Diogenes replied: ‘Only stand out of my light.’ Perhaps some day we shall know how to heighten creativity. Until then, one of the best things we can do for creative men and women is to stand out of their light.” –John W. Gardner

“Creativity is ...seeing something that doesn’t exist already. You need to find out how you can bring it into being and that way be a playmate with God.”
–Michele Shea

“Creativity comes from trust. Trust your instincts.” –Rita Mae Brown

“The problem is never how to get new, innovative thoughts into your mind, but how to get old ones out. Every mind is a building filled with archaic furniture. Clean out a corner of your mind and creativity will instantly fill it.” –Dee Hock

“Creativity is the power to connect the seemingly unconnected.” –William Plomer

“A little ripple wakes the sea. A tiny thought shakes the world.” –Sri Chinmoy

“May my everyday life be a roaring waterfall of creativity!” –Sri Chinmoy

“Don’t think. Thinking is the enemy of creativity. It is self-conscious, and anything self-conscious is lousy. You can’t try to do things. You simply must do things.” –Ray Bradbury

“Change is possible if we have the desire and commitment to make it happen.”
—Mahatma Gandhi

“You must not for one instant give up the effort to build new lives for yourselves. Creativity means to push open the heavy, groaning doorway to life. This is not an easy struggle. Indeed, it may be the most difficult task in the world, for opening the door to your own life is, in the end, more difficult than opening the doors to the mysteries of the universe.” —Daisaku Ikeda

Chapter Story:

Ashrita Furman (1955-) lives in Queens, New York. He is fifty years old and he owns a Health Food Store. However, Ashrita’s health food store is not the only thing that he owns. Ashrita owns more than twenty-five Guinness World Records! He has more World Records than any one else on earth, which means he also owns the World Record for the most world records. Over the years he has broken more the ninety records in all.

Ashrita’s World Records require an amazing amount of practice – as well as great strength, fitness, agility, concentration, and determination. His world records also are an example of tremendous creativity. This past year he realized his dream of breaking a record on all seven continents, when he successfully raced the fastest mile while hula hooping at Ayers Rock (Uluru) in the Australian desert. Ashrita has pogo-stick-jumped in the Amazon River for three hours and forty minutes; climbed sixteen miles up and down the foothills of Mount Fuji in Japan on a pogo stick; and somersaulted the entire twelve and one quarter mile length of Paul Revere’s ride in Massachusetts. These are just a few of Ashrita’s amazing achievements.

Why does Ashrita strive to break records and to perform these fantastic feats in such creative ways? He says, “I am trying to show others that our human capacity is unlimited if we can truly believe in ourselves.” It doesn’t bother Ashrita if people laugh at some of his achievements because they seem silly. Ashrita is happiest when he is breaking records and he knows how much effort and work it takes to break any record. Ashrita has completed four thousand, four hundred ninety five deep knee bends in an hour; balanced a milk bottle on his head while speed walking more than eighty miles; cranked out eight thousand stomach crunches in an hour on an abdominal frame in Paris, France.

Ashrita said that his ability to perform these amazing feats as well as the ideas for them come from his meditation. Ashrita has been practicing meditation for more than twenty-five years, and he sees his world records as a demonstration of the benefits of meditation. The name ‘Ashrita’ is from the Sanskrit language of India. His name means ‘protected by God’. This name was given to him by his

meditation teacher, Sri Chinmoy. Ashrita gives his meditation teacher lots of credit for teaching him how to meditate and for finding the inner strength and endurance he needs to accomplish his records. Ashrita says, “I am not a natural athlete, but my teacher has shown me that if one can be in touch with one’s inner spirit anything is possible.”

Ashrita’s life of physical accomplishments shows us what is possible when we allow our life’s creativity to flow and if we ‘follow our bliss’. Not all of us may want to break world records like Ashrita, but we can all become creative in our own ways. We each have a creative spark inside of us that we can allow to blossom. We can develop our creativity through practice and determination if we do as Ashrita says and believe in ourselves. Ashrita’s creativity has enabled him to bring enjoyment and inspiration to thousands and thousands of people. How will we use our creativity? Creativity has no limit. Creativity is the spark at the heart of every human achievement whether it is in science, engineering, space travel, agriculture, architecture, education, medicine or any other field. Ashrita’s achievements show us what is possible when we go beyond our normal thinking mind and discover something new!

Chapter Overview:

Creativity is one of the most enjoyable things about life. Creativity is one of the important and necessary forces on earth. It can bring us great joy and fulfillment when we do creative things such as art, music, drama, dance or other kinds of creative things. Creativity is also essential in helping us discover new ideas, from improving life on earth to finding new ways of solving problems.

Every invention that human beings have created to improve or enhance lives was first an idea in someone’s mind: the pyramids in Egypt, the Empire State Building and other skyscrapers, automobiles, trains, airplanes, electricity, radio, television, computers, rocket engines, etc. Similarly, human beings who have created great works of art such as Beethoven, Emily Dickinson, Vincent Van Gogh and many others, all first had to conceive of their art works before they could write them or draw them. In the same way, every thing that was built or created to help human beings in some specific way was first just an idea somebody had. Here are some examples: penicillin and other antibiotics, immunizations, the safety belts and air bags in our cars, life vests, helmets, water purification systems, emission control devices, recycling machines, and even things like democratic government and the United Nations.

Creativity means taking an idea you have and making it into a reality. First it starts in our imagination. Then we have to take it from our imagination and make it so people can see it, hear it and touch it. Without creativity human beings

would still be roaming around like ignorant beasts. Creativity has helped human beings to gain greater control over our lives – to provide shelter, food, defense, medicine, and enjoyment for ourselves. Now the people of planet earth need to use their creativity to solve the problems on planet earth. Right now on our planet some people are content because they have the things they need. However, many, many other people are suffering because they don't have what they need. In this chapter we will learn to understand how important creativity is and we will begin to build the skills of creativity – first with our bodies and then with our minds.

Chapter Lessons:

Lesson #1 - Creative movement activity

One of the best ways to learn to think creatively is to first become creative with our bodies. In this activity we will learn how to make certain movements with our bodies. Each movement we make is different. The teacher will not use words to tell you which movement to do. Instead, the signal for each movement will be a symbol that you will see on 8 and 1/2 by 11-inch cards. You will need to learn the symbols – a few at a time. It won't take long for you to learn all twenty-four symbols. Here is a description of each symbol and the movement that goes with it:

- a) A dotted line going horizontally across the card is 'walk'
- b) A semicircle like a setting sun with a dot in the middle is 'hide'
- c) Two parallel, straight vertical lines down the card means 'jump'
- d) A complete circle with a dot in the middle means 'form any shape'
- e) A single straight, vertical line down the card means 'hop'
- f) Two horizontal parallel lines with little t's at the end of each one means 'push' (pretend you are pushing something)
- g) A picture of a simple comb with the threads or lines facing upward means 'skip'
- h) A stick or line picture of an arm with a fist means 'pull'
- i) A semi-circle with a straight line underneath it means 'leap' (picture a ballet dancer or a long jumper)
- k) An X across the card means 'balance'
- l) A single straight horizontal line across the card means 'run'
- m) A series of curled lines facing upward (like a comb with curved threads) means 'gallop' (you can pretend to be the horse or the rider)
- o) A straight arrow pointing downward across the card means 'fall'
- p) An arrow that has a squiggly shaft instead of a straight one means 'melt'

- q) A series of connected m's like the tops of picket fence posts means 'march'
- r) A curvy horizontal line across the card means 'float'
- s) A short vertical line with a slightly curved attachment on one side means 'reach'
- t) A short vertical line with a shorter line going upward at a 45-degree angle from the bottom of the first line means 'kick'
- u) A solid, large dot filling the middle part of the card means 'freeze'
- v) A bunch of dark, short horizontal lines making a kind of messy column means 'shake'
- w) A swirling line like a bunch of little loops at a 45-degree angle across the page means 'twist'
- x) A large slightly curved 'v' filling most of the card means 'fly'
- y) A large single swirl like a labyrinth means 'spin'
- z) A series of dark, short horizontal lines piled on top of one another with a little space between them means 'climb'

So these are the symbols and the movements that go with them. You don't have to wait to learn all the symbols before you begin to have fun with the movements. The teacher will stand with the cards in front of the group. It is important for everyone to stand far enough apart so that no body is touching another, even when everyone's hands are outstretched. The teacher will hold up the cards one at a time without saying anything. When you recognize the symbol – start the movement that goes with the symbol. Pay attention because the teacher might change the card at any time!

It is best to never run when doing these movements. There is no symbol for 'run'. We can always run at recess or at other times. Usually it is best to do the movements in silence. Sometimes you can add certain sounds with some movements – like 'giddy up' when you are galloping. However if it is too loud and crazy during the activity it won't be as enjoyable for everyone. Once you learn all the movements well, the students can take turns holding up the cards instead of the teacher.

Lesson #2 - Creating shapes with our bodies

This lesson will help us to learn how to use our creativity for group problem solving. For this activity we will break into groups of three to five people. These will be your teams. You will be working together in your teams to make some specific shapes that the teacher will announce. Some of these shapes you can build standing up. For other shapes you will have to get onto the floor. There will be a time limit to make your shapes, which the teacher will announce. When your team has successfully made the shape, your team leader can let the

teacher know by saying, 'finished!' Here is a list of some shapes we might create:

- a) The letters of the alphabet. (Decide whether you will use capital letters or lowercase letters!)
- b) The numbers zero to ten.
- c) The shape of a candy cane.
- d) The shape of a swimming pool with a diving board.
- e) The shape of a triangle.
- f) The shape of a rectangle.
- g) The shape of an octopus.
- h) The shape of a camel.
- i) The shape of a knotted rope.
- k) The shape of a half moon.
- l) The shape of a diamond.
- m) The shape of your state.
- n) The shape of a seashell.
- o) The shape of a fence.
- p) The shape and movement of lightning.
- q) The shape and movement of a volcano erupting.
- r) The shape of eggs in a carton.
- s) The shape of a turtle peeking out of its shell.
- t) The shape and movement of a cobra in a basket.
- u) The shape of a pentagon.
- v) The shape and movements of a bouncing ball.
- w) The shape of a mountain.
- x) The shape of geese flying south for the winter.
- y) The shape of a circle.
- z) The shape and movement of a tornado.
- aa) The shape and movement of a roaring fire.
- bb) The shape of a snowman.
- cc) The shape of a long winding river.
- dd) The shape of a waterfall.
- ee) The shape of a kite.
- ff) The shape of a crescent.
- gg) The shape of a sailboat.
- hh) The shape of a slide.
- ii) The shape of a tree in spring with a bud opening.
- jj) The shape of a square with a circle in the center.
- kk) The shape of a hexagon.
- ll) The shape of an octagon.
- mm) The shape of a flag blowing in the wind.

- oo) The shape of a heptagon.
- pp) The shape of a nonagon.
- qq) The shape of an oval.
- rr) The shape of a tetragon.
- ss) The shape and movement of a flag flying on a flagpole.

This activity helps increase our attention to detail, improves our ability to transfer a visual image into a kinesthetic or body experience, develops our ability to manage time, and improves non-verbal communication. It is always important to remember that there are many ways to solve a problem. Just look at how many different ways the groups made the same shape! How many different mountains did we have in the room? How many different turtles? How many different volcanoes? Etc. Etc. Let's talk about the different ways that the groups made their shapes. Then we will hear from people from the various groups about what worked well and what did not work well when their group was working together. What was the easiest shape to make? What was the hardest shape?

Lesson #3 - Silent Simon Says

The teacher or leader will stand in front of the group. Everyone needs to be standing a good distance apart – far enough so nobody will be touching when they have their hands outstretched. The leader will do a series of actions in silence. Whatever the leader does, the group will try to imitate exactly. The leader should try to be as creative as possible.

Here are some ideas for actions the leader can choose from: hopping up and down, flapping your hands up and down, bending over and touching your toes, stretching your hands and arms upward while standing on tip toe, stretching one leg out in front of you and then the other, etc. Other more complex actions might include pretending you are running, swimming, flying, leaping like a frog, riding a bike, etc. Sometimes we can create funny actions such as putting our two hands in front of our face and then removing them. Each time the hands are removed a different facial expression appears. Another fun action is to begin with hands to the sides and then to pretend that one arm starts popping up out straight to the side. Each time the arm is put back by the other hand, as soon as the 'holding' hand lets go the 'uncontrollable' arm pops back out straight. This has quite a comical effect, especially if you repeat it a few times. Then you can try it on the other side with the opposite arm. You can also do it with the legs. There are several similar comic actions you can do like this. Be creative and see if you can think up your own!

It is helpful if the leader pauses briefly between each kind of action so the group can know when one action is ending and another one is beginning. There

are no sound effects in this game – it is best to do it in silence. Even if someone in the group figures out what an action might look like, they shouldn't holler it out. Once the teacher demonstrates the way to be the leader for one or two sessions, then others can take turns being the leader. It is fun to repeat some popular actions that the group enjoys the most. Each leader will do them in a slightly unique way. It is also good to be creative and to invent new motions. There is no limit to the motions you can create.

Lesson #4 - The Captain is coming

This is an activity to practice creativity and have fun together. It is a good activity for a large group to start the morning with, an activity for indoor recess, or an activity just to do whenever you have some free time. First, the teacher will demonstrate the actions while giving the commands. Then we will have the group practice each of the actions immediately following the demonstration. Then the game begins. We must decide whether we will designate certain students to do the different actions, or whether we will allow the group to spontaneously find partners or teammates for the actions that require more than one person. We can try doing it each of these ways. Either way we will need a certain number of people to do the different activities. In other words, the 'lighthouse' requires a team of two, 'man overboard' requires a team of three, 'row ashore' needs a team of four, and 'time to eat' needs five people.

1. The Captain is coming! Salute and swab the deck
2. Look out for the rocks – two-person lighthouse
3. Man overboard – two-person lifeboat with lookout inside
4. Row ashore – four-person row boat
5. Time to eat – five people eating, saying 'grub, grub, grub, grub'

Those who don't get into the appropriate groups or who choose not to be in one of the groups above can sing, 'Oh, ee, oh, a pirate's life for me!' If there are still people not doing an activity or not in a group, have them begin a conga line and dance like imaginary villagers on the island that will rescue the people on board the ship.

Lesson #5 - Imagine a beautiful world

For this activity we will close our eyes for a few minutes. Imagine a world where everyone was using their creativity; where each person was doing something unique and positive with their creativity. Authors are creating beautiful books of literature and poetry to bring people joy, while other artists are making colorful works of art to brighten our lives. Scientists are building engines or inventing types of fuel that don't pollute. Other scientists are in their laboratories discovering cures for AIDS, cancer, Parkinson's disease, Alzheimer's and other diseases. Philosophers are thinking of beautiful connections between all of the magnificent elements and strands of the universe and are imagining new ways of being and living. Athletes are transcending themselves and going beyond their previous achievements, and they are inventing new and better ways to do their athletic feats. Engineers are inventing all kinds of machines that help people in new ways. Architects are designing buildings that save energy and recycle resources. Everybody on the planet is being creative in some positive way. What a great world this would be!

Now, after resting for a few moments, discuss what you saw in your mind's eye when you were doing this lesson. Did you get any special ideas that you want to share?

Lesson #6 - Earth's Real-Life Challenges

Below are some real life problems and challenges on our planet earth right now, which require us to use our creativity to solve. Choose one of these areas that you want to learn more about. Use the encyclopedia, other books at your school, or computer research to find out more about the global problem or challenge you are interested in. Write down some important facts and statistics that you find about this issue. Then write your ideas for how this situation could be improved or solved. You might want to try to answer the questions indicated below to help you think of your ideas. You may want to include illustrations to show the problem and to show your possible solutions.

a) World Hunger: Over three-quarters of the world's people do not have enough healthy food to eat. How can we feed all the people of our world so everyone can have a healthy diet? Where will we get the money to do this? Where can we grow all this food?

b) Clean Water: Many of the world's people cannot get clean water because either they live in a very dry area or the water that is near them is polluted. How can we

get more water to the people in dry areas? How can we purify more of the water that is polluted? How can we stop water pollution from happening in the first place?

c) Medicine: Millions of people in the world cannot afford basic medicine to help them to stay healthy. As a result, many people die, including many children, from diseases that could be prevented if they had the right medicine. How can we provide basic medicine to all the people of the world? How can we create medicines that don't cost as much for people to buy?

d) Global Warming: Each year, tons of damaging gases called 'greenhouse gases' are released into the air from factories across the globe. According to the world's best scientists, these gases go up into the earth's atmosphere and destroy a part of the atmosphere called the ozone layer. The ozone layer protects the earth from certain kinds of sunrays, called ultraviolet rays. Without the protection of the ozone layer, the ultraviolet rays may cause the earth's temperature to rise, upsetting the delicate ecological balance on earth. How can we reduce or stop the release of 'greenhouse gases' and still have productive factories?

e) Toxic Chemicals: Around the world, factories dump toxic chemicals into the earth. The toxic chemicals are dangerous chemicals that can harm humans and animals. They are usually the waste products that remain after the factory has produced whatever it is making – such as clothing, plastic, paper, carpet or other textiles, paint, fertilizer, or many other products. When they are released by factories, these toxic chemicals can go into the ground water and seep into wells or into rivers. When people drink water with traces of toxic chemicals they can become very sick. How can we create worldwide laws to prevent factories from releasing toxic chemicals into the environment? How can we create new ways of making and then processing products that do not require toxic chemicals at all?

f) Waste Dumps: Waste dumps or landfills are a big problem in many parts of the world and even here in the United States. The problem is simple - what do we do with all of our trash? If we bury it, we will end up with mountains of trash. If we burn it, we will pollute the air. In some countries the government does not have enough money to bury it or to burn it, and so in those places the trash just piles up and covers acres and acres of land, creating an ugly and unhealthy situation. How can we find new ways of getting rid of our trash? How can we find cleaner ways to burn the trash? How can we reduce the amount of trash we have in the first place? How can recycling help us to reduce the amount of trash? Can we turn the trash into some kind of fertilizer or fuel or something else useful?

g) Poverty: There are more than six billion people on earth, and most of them live in poverty. Living in poverty means that people do not have enough money to provide for their families. They don't have enough money for food, housing, or medicine. They don't have enough money to build schools, to get water or to have electricity. Once you are in poverty, it is very difficult to come out. First you would need to learn a skill so you could get a job. Yet it is very difficult to learn new skills if you cannot go to school. In many places the situation is so bad that even if someone has some skills, there are few if any jobs because the economy of their country is also very poor. Many of these countries have borrowed money from the richer nations just to survive, and they have to pay all the money back before they can start really making improvements for their own people. How can we get people out of poverty around the world? How can we build enough schools so all children can become educated? How can we create new kinds of jobs and businesses so people can earn a decent income? How can we help the poorer countries in the world to reduce their debts to the richer nations so they can improve the economy of their country?

h) Violence and Wars: Right now there are over thirty-five wars going on in the world. Many wars are due to religious disputes as well as political arguments. When people do not know how to solve conflicts peacefully, they use weapons and violence, and as a result many people get hurt or die. Poverty is also a factor because some people are so poor that they see no hope and so they might join an army that is fighting a war because at least in the army they might have some food to eat and a place to sleep. Yet the longer the war goes on in a certain area the poorer people become. During a war the government has to spend money on soldiers and the people cannot do their jobs or grow their crops as usual because it might be too dangerous. So wars and poverty are an example of how global problems are often interrelated. How can we stop people from fighting? How can we teach conflict resolution skills to people across the world so they learn ways of solving problems that are not violent? How can we create other peaceful and productive tasks for soldiers to do so that armies can help the world instead of fighting with other people?

Discussion Questions:

a) Have a discussion about Ray Bradbury's quote: "Don't think. Thinking is the enemy of creativity. It is self-conscious, and anything self-conscious is lousy. You can't try to do things. You simply must do things." Ray Bradbury seems to be saying that creativity is different from normal thinking. Do you think this is true? What is different about creative thinking compared to normal thinking?

b) Discuss Sri Chinmoy's quotation: "A little ripple wakes the sea. A tiny thought shakes the world." Creativity means thinking about things in ways that people haven't thought of before. Ideas that are new have a certain power to them because they reveal something that never existed before. In what ways have tiny thoughts shaken or changed the world?

c) "Creativity is the power to connect the seemingly unconnected." Discuss what you think William Plomer meant by this quotation. In what ways are things connected that you might not be able to see. (There are some examples in this chapter.) If creativity is the ability to connect invisible things, then part of creativity means seeing things that are not there. What kinds of connections can you think of between things in your world?

d) Think about the quotation of Mahatma Gandhi: "Change is possible if we have the desire and commitment to make it happen." It is true that creativity is something very spontaneous and in that way we cannot always control it. Yet we can decide that we are going to practice creativity in our thinking and in our actions. This way we can be open to creativity in our lives. What are some other ways we can have a commitment to creativity in our lives?

Supplemental Activities:

- For an extension of Lesson #2 above, you can write or print all of the shapes onto cards, so each shape is described on one card. The cards can be laminated or covered on contact paper to preserve them. The cards can be stored in a specially marked box or envelope. Then students can take turns as leaders - reading out the shapes that the teams have to form.
- Another extension of Lesson #2 is to create more shapes for the game. Remember to not make the shapes too difficult to create – unless you want to create different levels of challenge! When you decide which shapes you want to include in the game, you can put them onto cards with the others and keep them in your storage box or envelope.
- Become a problem-solver at your school or at home. Use your imagination and creativity to solve problems or challenges that you see or experience. You can share your ideas and experiences with the rest of your class. See how many problems or challenges you can help to solve in a week, in a month and in the year.
- Make a list of problems or challenges in your neighborhood or in your school. Brainstorm a list of possible solutions for these problems and challenges. Then, as a group, decide which problem or problems you want to focus on and how you

want to try to help to solve it – for example, cleaning up a dirty park, writing a letter to the mayor or to the city council about improving the equipment in a playground, or planting a garden, grass, shrubs, or trees in a barren area.

- Pick out your favorite quotation from the chapter quotations in this chapter. Write the quotation out in your journal or on a piece of paper. Then write about what the quotation means or what you think about it. Ask your teacher if you are not sure what certain words mean.



Chapter Thirteen

Let's Do It Together: Learning the Skills of Cooperation and Teamwork

Chapter Inspiration:

“Power consists in one’s capacity to link his will with the purpose of others, to lead by reason and a gift of cooperation.” – Woodrow Wilson,
Letter to Mary A. Hulbert

“Leadership is based on inspiration, not domination; on cooperation, not intimidation.” –William Arthur Wood

“Let it be our choice to make a world where everyone helps each other.”
–Sri Chinmoy

“Every kind of peaceful cooperation among men is primarily based on mutual trust and only secondarily on institutions such as courts of justice and police.”
–Albert Einstein

“The only thing that will redeem mankind is cooperation.” –Bertrand Russell.

“If we prepare today’s children to meet the unprecedented challenges they face, if we help them begin to lay the foundations for a partnership world, then tomorrow’s children will have the potential to create a new era of evolution.”
–Riane Eisler

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.” –Vince Lombardi

“This is a world of independence and interdependence.” –Margaret Wheatley,
Leadership and the New Science

Chapter Story:

Earnest H. Shackleton (1874-1922) was born in County Kildare, Ireland. Shackleton became very well-known for his Nimrod Expedition to Antarctica from 1907-1909. Then in 1913 he announced plans for a new expedition to do something nobody had ever done: To reach the South Pole and to cross Antarctica from one end to the other. His expedition would be called the Endurance – named after the ship he would sail on. His expedition would require lots of cooperation among the teammates, but nobody knew how the expedition would turn out!

People across Britain became very excited about their journey. Wealthy citizens donated money to make the expedition possible. Public schools in Great Britain contributed money to pay for dog teams, and each dog team was named after a school that had donated funds. More than five thousand sailors, scientists, and adventurers applied to go on the expedition. Out of these five thousand, Shackleton chose fifty-six men with different talents and skills that he felt were the most qualified to accomplish his mission. Twenty-eight of the men sailed with Shackleton on the ship Endurance along with several sled dogs. The other twenty-eight men would sail on a different ship.

Shackleton's expedition began on August 1, 1914, when the Endurance set sail from England. After making the long journey around Cape Horn in Africa and arriving closer to the Antarctic, the weather started to become colder and the ship had trouble making it through the ice in the water. The ice grew thicker and thicker and some days the ship could not move at all.

On January 19th the ship Endurance became solidly frozen in ice. It could not move. Shackleton and his crew had no choice but to stay there stuck in the ice for the winter. They were hoping that when the spring came and the ice melted, they would be able to get the ship out. The crew passed lots of time singing songs and by having the first ever dog sled races, and by cleaning their ship, which they called 'the Ritz', as if it were a hotel. The crew played their final football and hockey games on the ice.

The sun disappeared as the seventy-day Antarctic winter night began. The temperature fell to -23F at midnight on July 11. Around that time there was a severe blizzard. The winds blew at the rate of 70 miles an hour. The snow piled five feet deep – 100 tons of snow piled up on the sides of the ship. Shackleton was very concerned about pressure from the ice on the sides of the ship. By August they were running out of food for the dogs. Seals and penguins had disappeared. It had even become too cold for them! By Sunday, October 23rd the ship could not take the severe pressure of the ice and it began to leak. Shackleton and his crew worked together feverishly to pump the water from the ship and to patch the leak. But on Wednesday, Oct. 26th, they had to abandon the ship because it

was crushed beyond repair. Shackleton and his crew were very sad about the ship but they had to focus on what to do next. They took provisions and equipment and abandoned the ship.

At that time Shackleton and his crew were 346 miles from Paulet Island. That was the nearest place where there was any food or shelter. Shackleton knew that at Paulet Island there was a shelter, with extra food left by a previous expedition. Somehow he had to get to Paulet Island, but how?

Shackleton thought about his dangerous situation. The only solution was to drift between the icebergs in the smaller boats that were attached to the sides of their ship, *Endurance*. They took the boats off the *Endurance* and no sooner than they did, their beloved ship began to sink beneath the ice! *Endurance* had been locked in ice for 281 days and now she was gone forever. It was November 21, 1915, and it was a very sad day for Shackleton and his crew. Nevertheless they had to move on.

Shackleton and his crew departed in two small sailboats. With their gear, food and sledges, there was barely room to sit comfortably, let alone sleep. Shackleton and his crew stopped to rest and camped on different ice flows (chunks of ice), but each time the ice flows started breaking up beneath them. It was not safe, so they had to keep drifting and just sleep on the boats. The nighttime on the boats was the scariest thing of all. The boats were very small and the waves sometimes were very big and splashed over the sides of the boat. It was very hard to sleep since they were not sure if the sea would tip them over at any moment. Yet somehow they made it to land – but not to the place they thought they were going to. On April 12th, the two small boats drifted to a place called Elephant Island. They found a spit of land where they could safely land. This was not Paulet Island, where they were trying to go, but at least they were on land. Shackleton and his crew were so happy! This was their first time on land in 16 months, if you count all the time they were at sea and then stuck on their frozen ship!

Even though they were happy to be on land, Shackleton and his crew certainly didn't want to spend the rest of their lives on Elephant Island. There were no human beings there besides them! They had to find a way to make it to someplace where there was civilization - where they could be safe and where they could ask for help to make it back to England. The only solution Shackleton could think of was to make a dangerous, 800 mile, voyage to a whaling station at a place called South Georgia. However, in order to get there, they would have to cross the ocean south of Cape Horn, Africa, which at that time of year was known to be the stormiest area of water in the world. The voyage would take about a month.

Shackleton began the voyage along with five members of his crew, named Worsley, Crean, McNeish, McCarthy and Vincent. The rest of the crew, Shackle-

ton left behind on Elephant Island. Shackleton appointed a man named Wild to be Captain in charge, because he thought that Wild was the strongest and bravest. Wild's team on Elephant Island faced many challenges. Food came to be in short supply. They made stew of seal bones and seaweed. They had to share the tiny amount of food they had. One day, a man named Blackborrow fell into the icy water and he developed severe frostbite on his feet. Captain Wild instructed two of his crew to amputate Blackborrow's feet. As hard as this was to do, they had to do it because Blackborrow would die from gangrene if they didn't. In the end they saved Blackborrow's life in this way.

Meanwhile, a man named Hussey would play banjo at night while the men would sing. This would cheer everybody up, because they had to face so many challenges each day just to stay alive. After many days and weeks of waiting, some of the men began to lose hope that Shackleton would ever return to rescue them. Commander Wild told them not to lose hope and that if they helped each other and supported each other they would survive and be rescued.

Meanwhile, on Shackleton's journey around Cape Horn, it seemed like their small boat would capsize a thousand times, but it never did. They passed icebergs of all different shapes. Sometimes, because the men were so tired and hungry, they imagined that the icebergs were alive! It was quite scary when this happened. One day there was a huge snowstorm and the boat became covered in heavy ice. The boat looked more like a log than a boat. The men had to work together to chip the ice away from the boat. They had to throw many things overboard to lessen the weight and they had to break away from their anchor to try to get away. It was dangerous to cut away the anchor but they had no choice. They chipped ice from the sails and hoisted them up, and luckily the sails worked! The boat was able to move again. They were on their way, but frostbite became a serious problem because they had gotten so wet. They all developed frostbite blisters that were very painful.

After seven days, the wind finally subsided and the sun came out. They dried their clothes in the sun. The ice on the boat and around the boat began to melt and porpoises came blowing along the boat. To feel the sun and to see the porpoises was one of the happiest experiences for Shackleton and his crew. But they still had not reached their destination and they had to face one more storm, which surprised them suddenly. It was a major blizzard with enormous waves. Shackleton told his men to hold on and help each other stay aboard the boat and not fall into the deadly, icy waves. He told them to not get too afraid and to work together to bale the water out of the boat. Because they cooperated completely, they survived the storm. In two more days they made it to their destination - South Georgia. They had crossed the most dangerous part of the sea in the world in a small sailboat in just 14 days.

They were still 17 miles from the whaling station on South Georgia. They would still have to cross over mountains and glaciers. It seemed almost impossible since they were so tired from their journey and from lack of good food. McNeish and Vincent were too weak to go on. Shackleton, Crean and Worsley set out to cross the mountains to the whaling station. It was a difficult journey. Shackleton's companions were so tired during the night, they wanted to just lie down on the snow and sleep.

Shackleton would not let them sleep because they were so tired and wet that they would not have been able to get up again and they would have died on the ice. They finally heard the sweet sound of the steam whistle at the whaling station. This made them very excited and they rushed down the side of the mountain. They were almost there, but on the way Shackleton fell through the ice and had to be pulled out of the water by the others. The whaling station finally came into sight and they congratulated themselves on their heroic journey. The guard at the whaling station was scared at first, when he saw them, because they looked so dirty and wild, having traveled so long in such bad conditions.

Shackleton and his companions got a bath, some good food, and lots of rest at the whaling station. The next and final goals were to retrieve McNeish and Vincent from the other side of the mountains and then to sail to Elephant Island to rescue Captain Wild and the other half of his original crew. It took Shackleton four attempts with four different boats to go back and rescue the men on Elephant Island. Each time something went wrong, but he didn't give up. He knew he had to rescue Captain Wild and the others. The men on Elephant Island under the leadership of Wild had survived and waited 105 days to be rescued. During that time they had no news from the outside world or any way of contacting Shackleton. Yet they all had faith that Shackleton would return. The men on Elephant Island never saw a happier sight than when they saw Shackleton's ship approaching Elephant Island. As the ship approached the island, Captain Wild directed the men on the island to carry Blackborrow to a hillside so he could see all the activity (since he had lost his feet and could not walk).

When the ship got close enough, Shackleton yelled to Wild on the shore: "Are you all well?" And the boss of the island, Wild, shouted back, "All safe, all well, thank God!" Somehow, every one of Shackleton's 26-member crew had survived – those who were on the boat with him and those who stayed on Elephant Island with Captain Wild. They were able to make it because of their courage, their ingenuity, and their amazing trust in one another. Shackleton and his crew returned to England in May, 1917. He did not accomplish his original mission but he had successfully completed one of the greatest adventures ever!

Chapter Overview:

In the world we live in there is a lot of focus on competition and winning. We celebrate champions and people like to be Number One. Sometimes we forget that not everyone can be Number One. Sometimes, if we lose a game, we might feel sad because we didn't win. In the worst case, the other team might make fun of us because we didn't win. Competition can challenge us to do well, but it can also result in hurt feelings.

When we are focused on competition we often have the feeling that it is 'me against you' or 'us against them'. This kind of attitude happens when we are playing on the playground when we are trying to win the game and defeat the other team. We can also see this attitude when we are doing our schoolwork, when we are trying to get a better grade than someone else. This attitude is very common and we see it all the time. However, just because it is common does not mean it is completely good. It is also very important to know that we can make a choice about whether we want to be in a competitive mind or not.

There is another way to be – another way to work and play together. It is called cooperation. Cooperation means working together as a team for a common goal. When we are stuck in competition we often use the words 'I', 'me' or 'my team'. On the other hand, when we practice cooperation we use the words 'we', 'us' and 'ours'. In competition, the focus is on what is best for me. In cooperation, the emphasis is on what is good for us – the whole group. In competition, very often somebody can get left out or left behind. There is a special advantage to cooperation and that is that nobody gets left out or left behind. Cooperation involves everyone and is good for everyone.

We can practice cooperation in many different ways. We can learn cooperative games to play where everyone can win and everyone can have fun. We can learn how to cooperate and help each other with our schoolwork. Each of us has subjects we are strong in and other subjects we are not as strong in. We can work together so that those of us who are strong in math can help those who are not as strong, and those who are strong in reading and writing can help those who are not as strong. In this way, everyone at school can be successful. Everyone at school can be both a teacher and a learner. We can also practice cooperation in building a harmonious community, by setting goals we all want to achieve and then by supporting and encouraging each other as we try to meet those goals.

All of these kinds of kinds of cooperation will help to prepare us for the most important cooperation challenge of all – that is the challenge of helping people across the whole world learn how to cooperate. Learning how to cooperate means seeing things in a different way. Instead of looking at what is good just for me, we learn to look at what might be good for everybody. This takes lots and lots of practice. Yet if we start practicing now at home, on the playground, and in our

classroom, then one day we will become experts in cooperation. We will be able to become teachers of cooperation if we want to. We will be able to be leaders and show others that cooperation is a better way for everyone.

Chapter Lessons:

Lesson #1 - Building a cooperative community

a) Setting a Class or Family Meeting

We are all gathered here to make a plan to create a more harmonious, happy, and fulfilling classroom or home environment. We want to give everyone a chance to give his or her ideas for helping make the system work. We will have regular meetings where we can talk about the community we are building, to learn new ways of cooperating and to practice our cooperation skills.

b) Creating Our Goals

To build a cooperative community we need to make some decisions as a family or as a classroom as to what our specific goals are. It is best to do this with the participation of everyone. This is your community and whatever guidelines we agree upon must be important and meaningful to you. It is also helpful to keep your list of goals short and simple. Here is a sample list of goals:

Peace - striving to create peace within oneself as well as in the home or classroom

Excellence - doing one's very best in academics, arts, athletics, and in the class community or family community

Transcendence - achieving something that one has never achieved before; meeting a goal that was set; beating a previous score or attaining a new level, etc.

c) Acknowledgements

Each time we gather for our meetings we will practice something called 'acknowledgements'. Acknowledgements means showing our appreciation for each other. When we practice acknowledgements, we tell about a special thing that someone has done or about a special quality, talent or skill that they have. Today we'll begin to practice acknowledgements. Think of something special someone has done or accomplished this week. Then raise your hand and share what it is with the group. It is important to try to acknowledge everyone in your class, not just your friends. You can also acknowledge your teachers, and your teachers can acknowledge you!

d) Achievements and Actions that Deserve Acknowledgements

Brainstorming a list of achievements or actions that deserve to be acknowledged can be helpful in giving us a good idea of what kinds of things we can acknowledge people for. Here is a sample list of achievements and actions you might want to acknowledge. They are listed under the headings of the sample goals we learned earlier.

Sample Excellence Achievements:

- Working hard on a report or project
- Showing determination and persistence
- Using good manners / being polite
- Showing good sportsmanship
- Showing good teamwork
- Doing chores at home or at school
- Eating a healthy meal
- Reading a good book
- Learning a new concept or skill
- Caring for your pet

Sample Peace Achievements:

- Cleaning up a park or the neighborhood
- Planting a garden
- Making a compost pile
- Visiting a nursing home
- Visiting someone who is sick
- Cooking or gathering food for a homeless shelter
- Doing a car wash or bake sale to earn money for a charity
- Solving a conflict in a nonviolent manner

- Becoming a patrol at school
- Writing a peace poem or essay
- Making a drawing or a poster that illustrates peace
- Reading or learning about the United Nations
- Helping Mom or Dad wash dishes or mow the lawn
- Reading a biography of a peace maker from history
- Helping a younger brother or sister
- Helping a younger student

Sample Self-Transcendence Achievements:

- Working harder on a project than you ever have
- Getting a better score than you have in the past
- Running a certain distance faster than ever before
- Gaining more confidence in a certain skill
- Forgiving someone for something they did
- Taking or showing responsibility for something
- Displaying more tidiness than ever before
- Showing more self-discipline than usual
- Showing more tolerance about someone or something
- Exhibiting patience
- Being true to yourself
- Being flexible in a challenging situation
- Showing generosity towards someone
- Displaying self-control
- Showing moderation in an unhealthy habit

We can also refer to a list to learn of new ways we can contribute to the community. We can try to do different kinds of achievements and actions instead of just starring in one or two of the same areas all the time. The most important thing to remember is that all of your efforts and achievements are part of our cooperation as a community. Every positive achievement or effort we make builds a more special and harmonious community for all of us!

e) Acknowledgements - 'Harmony Tokens' and the 'Harmony Bank'

Today we are going to add a new activity to make acknowledgements even more fun and to help us to see how much we are working together. We are going to create 'harmony tokens' and a 'harmony token bank'. Our harmony tokens can be polished stones, seashells, polished glass pieces, marbles, colored ping-pong balls or something else that you want to create. (Colored ping-pong balls are fun because everyone gets to color them with markers.) We have to decide as a class what we want to use as harmony tokens. We also need to create a harmony token bank – some place to collect all the harmony tokens we collect. Then, each time someone gets acknowledged they will put a harmony token into the bank. We will watch our bank fill up more and more each day with the harmony tokens that everyone earns. We will be able to see all of the good things we are doing and we will be cooperating to fill the bank to the top!

f) Acknowledgements – Celebration

When we fill up our harmony token bank we can celebrate together. In other words, if our class earns enough harmony tokens, a special activity might take place - we might have some extra recess or free time, a special pizza lunch, a board game time, extra computer privileges, or a story time, an educational or uplifting video, or some other privilege. We could also 'save up' our harmony tokens, and fill up several banks' worth of tokens to earn a special field trip or some such larger privilege. The only guideline for our privileges is that they should be for all of our class to enjoy; all earned special activities or privileges should be group activities – things that we do all together. We may also want to create or invent a special ceremony to do when we fill up our harmony token bank. Our ceremony can include a song, a dance, a poem, or some other special activities.

g) Acknowledgements

Extension One

We will have a special day where we get to acknowledge ourselves for something we are good at, something we have done well, or something we are proud of. This will be a day for us to give ourselves credit for some things that others may not be aware of or may have overlooked. It is OK to acknowledge ourselves sometimes!

Extension Two

Today we will practice a special kind of acknowledgement. We will acknowledge ourselves for trying something and making a mistake. Mistakes are very important – they are the main reason we learn! It is healthy to acknowledge our mistakes once in a while and to share what we have learned from our mistake. Even the teacher can share a mistake he made. It is so important for the students to hear that their teacher has made a mistake. Note: Nobody has to do this activity if they don't feel comfortable with it.

Lesson #2 - Beach ball teamwork

We will divide participants into three groups. Each group will sit on the ground in a circle with their shoulders touching one another while facing outward. All three groups should form a straight line with about fifteen feet separating each group. About ten feet from the last group, place a container, such as a bucket.

To begin the game, place an inflated beach ball along the backs of the first group. Everyone in Group One must make contact with the ball without touching it with their hands or feet, and they must transfer the ball to the second group without dropping it. Then Group Two will do the same by transferring the ball to Group Three who will then deposit the ball in the bucket. This is a timed event. We will go through at least three rounds. Each round we want the groups to improve the quality of their teamwork and the time of their solutions. The game ends when the groups are satisfied that the game can't be done more quickly.

Lesson #3 - Blind trust walk

Version One:

We are going to walk to a spot across an empty field, across the playground, or across the classroom to see the spot where you will need to go. Then we are going to put on blindfolds and you will try to go to that spot with your blindfold on. We will choose certain people to be 'spotters'. It will be the job of the spotters to ensure the safety of the participants who are blindfolded.

Version Two:

I am going to show you a route that you will be traveling while blindfolded. After you get started and after a couple of minutes of observation, stop the group and appoint a leader who will not be blindfolded. It will be the leader's job to get the group safely to the appointed spot, but he/she will only be able to give them three separate sets of directions. If the group starts going off course, the leader can only stop them three times. It will be the leader's job to ensure the safety of the participants.

Lesson #4 - Hula hoop circle

Level One:

All participants will stand in a circle and hold hands. Break the circle and place a hula-hoop on one side of the circle, then rejoin the hands together. The hula-hoop must travel around the circle, and end where it started. Connection must be maintained as if an electrical current were running through the group. Your hands cannot come apart at any time. The event will be timed and repeated at least twice. The job of your group will be to cut your previous time down with each go round.

Level Two:

We will now add a hula-hoop on the opposite side of the first one! The instructions are that the hula hoops must travel around the circle in opposite directions and end where they started. Connection must be maintained as if an electrical current were running through the group. Your hands cannot come apart at any time. The event will be timed and repeated at least twice. Your goal will be to cut your previous time down with each go round.

Lesson #5 - Animal game

Level One:

We are going to divide our group into teams of 3-5 people. Each group will come up with a barnyard animal that they will pretend to be. Once your group decides on which animal you want to be, you cannot talk from this point forward. Each person will put on a blindfold. Make sure you put the blindfolds over your eyes so you can't see. It's no fun if you cheat or try to speak! First we will move each person to a different spot in the room. Now, when we begin the game, you are going to try to find the group you belong to by making the noise of your group's animal. After you've found your group, keep making the noise of your animal so everyone else in your group can find their proper group. When the game is done you will be able to take your blindfolds off.

Level Two:

In Level Two, we will whisper a secret number into each person's ear. This time, after you find your group you will have an additional task: You must communicate your secret number to the rest of the group without talking. You will have to be creative and use your animal language. You will also have to listen carefully to hear the other secret numbers! The teacher will let you know when the game is finished.

Lesson #6 - The shoe game

Level One:

In this game we are all going to remove our shoes and put them into a big pile in the middle of the room. We will mix up all of the shoes so they are all in a jumble. All of the participants will sit in a circle surrounding the shoes. When the teacher gives a signal we will all try to find our shoes, put the shoes on the right feet, and tie the laces, and then sit down silently in the circle again. We will time the activity to see how long it takes us. We will try to do the activity as quickly as we can, so it will be important that we try to help each other. It will also be helpful if we don't become too loud and crazy because that will make it more difficult for us to communicate and to cooperate and our time will not be as good. Once we do this activity, we will do it one more time to see if we can improve our group time. We can keep track of our times so that in the future we can try again to improve our time.

Level Two:

In Level Two the game is the same as in Level One, except that we will give blindfolds to all of the participants. We will tell them to put the blindfolds on, covering their eyes so that they can't see. We will shuffle the shoes as we did in Level One and then we will tell the participants to find their own shoes and put them on. The game is over when each participant is wearing his/her own shoes – on the correct feet and tied properly – and sitting silently back on the circle. For this level you may want to have one or two un-blindfolded 'spotters' to help everyone find their shoes! We will also keep track of our time in Level Two as we did for Level One. When we do Level Two, we will not compare our Level Two times with Level One times because Level Two is much harder! After we play the game once at Level Two, we will repeat it in the same way we did for Level One, to see if we can improve our score.

Discussion Questions:

a) Here is a quotation from Shackleton's journal, towards the end of the Endurance Expedition: "We had suffered, starved and triumphed, groveled down yet grasped at glory, grown bigger in the bigness of the whole. We had seen God in His splendors, heard the text that nature renders. We had reached the naked soul of man." Discuss this quotation, focusing on the meaning of some of the vocabulary, the poetic imagery, and the deeper meaning of the passage.

b) “This is a world of independence and interdependence.” Discuss this quotation from Margaret Wheatley. Why is it important that we have both independence and interdependence for the world to progress? You might want to start by defining ‘independence’ and ‘interdependence’.

c) “Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.” This quotation by Vince Lombardi is very interesting because he is pointing out the fact that cooperation is needed to succeed in every kind of group – from a team to a company to a society to a civilization. Discuss the kinds of cooperation that need to exist at all these different levels in order for the group to succeed. Also, define what Vince Lombardi might mean by: “Individual commitment to a group effort.”

d) “Let it be our choice to make a world where everyone helps each other.” This quotation by Sri Chinmoy implies that we have a choice about whether to make the world better or not. We have a choice about whether we want to learn and practice cooperation. If you have begun to practice some of the lessons and skills in this book and in this chapter, then you have made the choice to try and improve the world. In what other ways can we choose to change the world? What is the best way to inspire others to make the choice to cooperate?

Supplemental Activities:

- Make a map of Shackleton’s Expedition. Show his voyage, from where he started in Britain all the way to Antarctica. Then show where the Endurance got stuck and sank beneath the ice. After that you can show his journey to Elephant Island and to the whaling station in South Georgia. Finally you can show how he went back to Elephant Island to rescue Captain Wild and the others and then how they made their journey back to England. Note: You can make one big map or you might want to make two maps instead of one. The first map can be a map of Europe and Africa showing the big picture of the journey. The second map can show the details of all the adventures and challenges near Antarctica, including Elephant Island and South Georgia.
- Make a timeline of Shackleton’s Expedition. A timeline is a list of the important dates of the expedition. Next to the date you can write a brief description of what happened on that date. Creating a timeline is a great way to remember a story and a great tool to be able to tell the story to others.
- Choose a quotation from the chapter quotations above. Write the quotation in

your journal or on a piece of paper and then write your thoughts and reflections on the meaning of the quotation.

- During most of the latter part of Shackleton's Expedition, when his crew was fighting for survival, the men had to work cooperatively to hunt animals for food for themselves and for their dogs. They had to share the food so that everyone – people and dogs - could stay as strong and healthy as possible. There were not so many kinds of animals to hunt. Do some research about Antarctica and the area of Elephant Island to see if you can guess what kind of animals Shackleton and his crew might have hunted for food. If you choose, you can read a longer version of Shackleton's story in order to find out the answer that way. Note: You might even find a few clues in the story of Shackleton in this chapter – but not all the possible answers.



Chapter Fourteen

Conflict Means a Chance to Grow: Learning the Art of Non-Violent Conflict Resolution

Chapter Inspiration:

“Nonviolence is the answer to the crucial political and moral questions of our time; the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.” –Martin Luther King Jr., December 11, 1964

“To help others go in the right direction, we must go in that direction first.”
–Sri Chinmoy

“Once we become aware of what we carry unconsciously, we can change. Change involves two things: awareness and action. As we become more aware of what is really behind our problems, we can begin changing what we do and how we do it.” –Riane Eisler, *The Power of Partnership*

“Many of the world's problems and conflicts arise because we have lost sight of the basic humanity that binds us all together as a human family.”–The Dalai Lama

“The future vision is always far more powerful and ingenious than any individual could have possibly imagined” – Margaret Wheatley, *Leadership and the New Science*

“Evolution is the result of self-transcendence at all levels.” –Erich Jantsch

“We must be the change we want to see in the world” –Mahatma Gandhi

“Beginning with ourselves, we must cause positive change to radiate out into the world. We need a change of heart, a change of perception, a change of attitude, which we can then pass on to others through education, enlightenment and love.”
–Unknown

Chapter Story:

Mohandas Karamchand Gandhi was born in 1869 in India. He was educated in India and in London. He worked extremely hard at school and he eventually got a degree in law. In 1893 he moved to South Africa where he became a successful lawyer. Even though Gandhi did not have to go to college any more, he continued reading. He studied philosophers, especially John Ruskin, Leo Tolstoy, Ralph Waldo Emerson, and Henry David Thoreau, and he read the ancient Hindu spiritual book called the Bhagavad-Gita.

Reading these books changed Gandhi's life. He decided to dedicate his life to improving the world in whatever way he could. He made a vow that he would not have any possessions – that he would not own anything; that he would live in a very, very simple way. Gandhi knew that this kind of lifestyle was very different, but it was important to him to not have to worry about paying for a house and other things. He believed he had an important mission on earth.

During this time of change in Gandhi's life he developed his own philosophy. This philosophy had two parts. The two parts were called *ahimsa* and *satyagraha*. Ahimsa is the belief in the sacredness of all living creatures. According to ahimsa you should avoid harming or doing violence to any living thing. *Satyagraha* means 'holding to the truth' - standing up for truth and justice through non-cooperation or non-violent resistance. According to *satyagraha* if you see something happening that you believe is unjust and wrong, then you have a responsibility to not participate in the injustice and to try to stop, change, or improve the situation.

Soon Gandhi became a leader of the Indian community in South Africa. There were many Indians living in South Africa, but they were a minority people and they faced many unfair laws. Laws or attitudes that are unfair towards one kind of group are called discrimination. Gandhi decided to try to end discrimination against South Africa's Indian minority. He organized his first *satyagraha* action: a campaign of civil disobedience, expressed in nonviolent resistance to what he regarded as unjust laws. These efforts and activities were so successful that he secured an agreement in 1914 from the South African government that it would put a stop to anti-Indian discrimination.

By the time Gandhi returned to his native India in 1915, he was already well known as an organizer and a leader with a special new philosophy. Gandhi's greatest dream was that India would one day become free and independent from Britain, because at that time India was a colony of Great Britain. Soon, Gandhi began his first *satyagraha* actions to protest the bad conditions for farmers and factory workers in India under the British rule. The British government was not used to people disagreeing with them and they did not like it that Gandhi was organizing people in these ways. This was the beginning of a long conflict

between Gandhi and the British government.

In 1919, a terrible thing happened in India. It was called the Amritsar massacre. Hundreds of Indian protesters were killed and thousands wounded when British troops opened fire on the protesters. It was a horrible example of what can happen if people don't learn how to resolve conflict peacefully! The massacre was very upsetting to the Indian people, who wanted more than ever to become free from Britain and to have their own independent country.

Gandhi organized several *satyagraha* campaigns, such as marches, rallies, and refusal to do certain things the British government wanted. Gandhi told his followers that it was very important that all the protests remain peaceful. However, sometimes the Indian protesters did not follow his requests and they started to use violent means, such as throwing stones or destroying property. Whenever this happened, Gandhi asked them to stop protesting immediately until they could organize the protests more peacefully.

Gandhi's vision for India was for a free, united country, in which the traditional cottage industries, such as the spinning and production of hand-woven cloth called khaddar, would be brought back and made a part of the people's lives again. Gandhi believed this was an important way to help the Indian people feel proud of their own history and culture. Gandhi also believed in abolishing the traditional Indian idea and practice of 'untouchability'. The practice of untouchability meant that certain groups of people were considered low and bad, and were not given good jobs or a good position in society. Gandhi felt that this was very bad and that untouchable people should have the same rights as everyone else. Although not everyone agreed with Gandhi, many, many people saw him as their hero. Because Gandhi's ideas were so inspiring, and because of his great courage, the Indian people started calling him by the title Mahatma – which means 'great soul'.

Gandhi became the organizer and leader of the Indian National Congress – a political organization whose mission was to make India free. In 1930 Gandhi organized a protest against the British Government's salt tax – something that Gandhi thought was very unfair. It was Gandhi's largest protest yet. He led a protest march 200 miles (320 kilometers) to the sea. At the sea, the marchers planned to find a way to take salt out of the sea to show the government that they could make their own salt. The British government was very upset by this protest and they put Gandhi in prison. In 1931 the government released him from prison to allow him to attend the London Round Table Conference on India. This was a very important meeting set up to decide the future of India. Gandhi was the only member of the Indian National Congress who was allowed to participate in the conference.

In 1942, Gandhi made a proposal to the British Government. He offered to cooperate with them and help them fight World War II, to defeat Adolph Hitler

and the Nazis. In return, Gandhi asked that the British Government give India her immediate independence, but the British did not accept his proposal. Therefore Gandhi called for *satyagraha* across all of India and he organized a huge protest called the Quit India Movement. Because of this, the British government put Gandhi in jail, where he remained until 1944.

After World War II ended, the British government began to change its attitude towards India and to consider the idea of granting India its independence. Gandhi worked tirelessly to create a plan for independence. His main partners were the British Viceroy, Lord Mountbatten, and the leader of the Muslim League, Muhammad Ali (not the boxer!). They were finally able to begin to resolve their conflicts peacefully. By cooperating together, they were able to make a plan for India's future that everyone could agree with.

Gandhi's dream finally came true in 1948: India became free! This was a time of great celebration and happiness. Yet people in India had great difficulty in learning how to live together. Even though the country was becoming free, the Hindus and the Muslims began to fight, and use violence to solve their disagreements about religion and other things. Gandhi tried to stop them by using a protest called a fast – he would stop eating for days, and even for weeks until the fighting stopped. He also went to visit the places where the worst fighting was taking place, to try to teach the people that resolving conflicts peacefully is the only way to find permanent solutions. Sadly, during one of these visits, Gandhi was shot and killed by a fanatic who wrongly thought that Gandhi was favoring the Muslims over the Hindus.

Because of Gandhi's courage and his determination to solve the conflict with the British government using non-violent means, he was able to help India gain her independence without a major war. Although some brave people died in the struggle for India's independence, there was no major bloodshed, as there has been in other wars for national independence. Gandhi inspired millions of Indians to follow him and practice *ahimsa* and *satyagraha*. Gandhi worked right to the end of his life to teach non-violent conflict resolution. In the years after Gandhi died, his ideas of conflict resolution and his methods of non-violent civil disobedience were adopted by civil rights leaders in the United States and by many other leaders around the world.

Chapter Overview:

Our world is a beautiful place to be. We have so many kinds of people all around the world. We have hundreds of different cultures spread over our seven continents. Each culture is different – with its own language, customs and beliefs. We have so many things to share with each other. And we all have the same home, our planet earth. Yet we human beings are still learning how to get

along with each other. Quite often we quarrel about all sorts of things. We are all still learning how to solve conflicts peacefully.

In order to begin to learn how to solve conflicts we must begin by understanding that conflicts are not bad. Conflicts are opportunities for us to change, to grow and to learn. Conflict means there is a new challenge for us to overcome. Some conflicts can be prevented in the first place. When conflicts do occur, we need to learn how to recognize them, to understand them and to resolve them in ways that don't use violence. When violence is used, people can get hurt or killed. Property can get destroyed. When violence turns into wars, societies can become ruined through poverty, famine, disease and the breakdown of such basic aspects of our life as government itself.

Right now there are over 35 wars going on around the world. Violence and wars occur because people don't know how to solve conflicts peacefully. If people do not have their needs met and they don't know any way to express their needs, then they often will use violence to express their anger and their frustration. But Mahatma Gandhi taught us a different way of expressing our needs – by deciding not to use violence, by speaking his people's needs with words, by creating a vision for a peaceful solution, and by organizing non-violent protests, if necessary, to accomplish his goals. Mahatma Gandhi's life shows us that conflict resolution can work – even with a major conflict like the one between India and the British government.

If we can learn the skills of conflict resolution now, we can become the leaders of the future who can teach others about conflict resolution. If one person teaches the next, and that person teaches another person, then one day everyone in the world will know how to solve conflicts without using violence. One day there won't be any more wars. One day all the people of the world will have their needs met. First, though, we have to learn the skills of conflict resolution ourselves. And once we understand them, we must begin to practice them in our classroom, on the playground, at home, and in our neighborhood.

Chapter Lessons:

Lesson #1 - Celebrating birthdays

In order for us to practice conflict resolution in our classroom, we first have to create a climate of trust and caring. We need to feel sure that all of us are working together for the goal of a peaceful classroom. One of the best ways to do this is to celebrate the birthday of each and every person in the class. There are many ways to celebrate birthdays. Here is one way that can be lots of fun for everyone:

a) First we will make a list of everyone's birthday. Then we will use the list to make a calendar showing all the weeks of the year. Each week of the school year we will celebrate a different person's birthday. If there are not enough weeks in the year, then we may have to celebrate two birthdays in one week, but that will just mean twice the fun. If there are people who have summer birthdays we will help them to choose a week during the school year so we can celebrate their birthdays too. We can post our birthday calendar somewhere in the classroom so everyone sees whose birthday is coming up.

b) We will need to make a chart or poster that has labels on it. We can call it our birthday chart. The labels should say things like: 'favorite food', 'favorite book', 'favorite color', 'favorite movie', 'favorite free time activity at school', 'favorite hobby at home', 'favorite recess activity', 'favorite subject', 'favorite snack', 'favorite sport', 'favorite animal', 'favorite game', 'favorite person', etc. We can think up a few more categories if we have room. These labels will be spread around the chart or poster to leave room underneath them. We can add artwork to our poster to make it more inspiring.

c) When it is time to celebrate someone's birthday, we will all gather together in front of our birthday chart. We will ask the person questions about their favorite things using the labels as our guides. Then we will write the birthday person's answers on a 3x5 card, or on sticky notes, to pin or paste on the birthday chart beneath the appropriate label. When we are complete, our whole poster will be filled with all of the birthday person's favorite things.

d) Next we will ask everyone in the group to share one thing they really appreciate about the birthday person. We can share about that person's talents, such as in art, music, writing, math, science, geography or sports etc; that person's special skills, such as neat writer, good organizer, good mapmaker etc.; and that person's unique qualities, such as cheerfulness, helpfulness, honesty, etc. Each positive thing that someone shares, the teacher or a designated person will write down in good handwriting on a special piece of lined paper. At the end we will have a full page or more of positive comments about the birthday person. We will post this list on or next to our birthday chart and leave it there for a week. Then the person will be able to take it home and keep it there in a special place so they can remember their birthday celebration, and they can look back at all the positive things people had to say about them.

e) If we wish and if we have the time, we can create a special paper for these activities. We could call it our birthday page. On one side of the paper we can have a photocopy of our labels, where we can write down the special things about

the birthday person. On the other side we can have the list of all the positive things that people shared. The birthday page could have special artwork on it, which we design to make it so beautiful that we will be happy to keep it. To make it more permanent, we can laminate the birthday pages or cover them in contact paper after we complete our celebration.

Lesson #2 - The 'human car wash'

Another great activity for building our community spirit and preparing for conflict resolution is the 'human car wash'. For this activity we will line up in two rows facing each other. We will raise our hands to the sides of our head, with the hands facing outward, so that they will be like the sprayers of a car wash. Instead of water, our sprayers will give out warm, fuzzy, good feelings. One person will go through the wash. Our hands will go down and around the person without touching the person. As our hands come down and around the person, we will say something nice to the person such as, "You are always kind," "You are helpful," "You are peaceful," "You are nice," "You are a good student," etc. You can make a list on the blackboard of more things you might want to say when people are going through the human car wash. When someone is finished going through, they join the line of 'sprayers'. We will give everyone a chance to go through the car wash. When we are finished we will spend a little time talking about how we felt when we were going through the wash and also how it felt to be saying positive things about others going through the wash. Note: It is important that we don't touch the people as we 'wash' them. In the future, after we have done it a few times, we might try gently touching the person going through on the shoulder or on the arm or on the head. We just have to make sure that this does not become a distraction from our main job, which is saying the positive things!

Lesson #3 - Solving conflicts peacefully: A ten-step process

We are going to learn a ten-step process for solving conflicts. It will take us time to learn all the steps, so we have to be patient. It will also take time to practice all of the steps until we become good at conflict resolution, so we shouldn't expect to do things perfectly right away.

When a conflict occurs, whether it is at school, at home, or in our neighborhood, it is important to recognize it so we know what is happening. Once we see that it is a conflict we can begin our ten-step process.

a) STOP! Separate yourselves, calm down and find your clear mind.

In 'stop mode' we need to immediately stop what we are doing so we can get out of the conflict before somebody gets hurt physically or emotionally. When we go into 'stop mode', we should create some space between ourselves and the person or persons we are in conflict with. We should not try to talk to the person or persons until everyone is ready and until the teacher asks us to meet. During the 'stop mode' time we should try to calm down and come to our clear mind where we can think clearly about what happened. We should try to be aware of what we are feeling and why we are feeling the way we are.

b) **READY?** Are you ready to talk and listen to your partner?

Before we can try to resolve the conflict, we all have to be mentally and emotionally prepared. That means that the people on both sides of the conflict have had a chance to calm their emotions and to think more clearly. We also have to be ready to treat the other person as a partner – according to the guidelines of our process. If one person is ready and the other is not, then we need to wait until both people are ready. If someone says they are not ready, then we will ask them how much time they need to get ready. It is acceptable to wait an hour, a few hours, or even a day to allow someone to get ready. But it is not acceptable or helpful to allow someone to wait longer than a day to be ready to do a conflict resolution – except if you decide to wait over a weekend. When everyone involved in the conflict is ready, then you can actually begin to resolve the conflict.

c) **EXPRESS YOUR FEELINGS.** Using I-messages, tell your partner why you feel the way you do.

'I-messages' are sentences that begin with the word 'I'. For example: "I felt angry when you sat in the chair that I was sitting in." Or: "I felt hurt when you told me I couldn't be your friend anymore." I-messages take a little practice at first, because when we are in a conflict we have the habit of starting sentences that begin with "You," such as "You are stupid," or, "You are mean," or "You took my pencil," etc.

When speaking your I-messages, it is important that you try to name the feeling you are feeling. For example, use the names of feelings like 'angry', 'sad', 'hurt', 'frustrated'. Then it is very important to say what it is that made you feel the way you do. Be specific. Tell what you saw or heard that made you start feeling bad and that began getting you into the conflict.

When we are speaking our I-messages, each person will have a certain amount of time to speak. Usually a good amount of time is one to two minutes.

Then it will be the other person's turn to talk for the same amount of time. We will use a watch or a timer to make sure we are being fair to each side.

When our conflict resolution partner is speaking, it is very important that we practice active listening. Listening to the other person's feelings is just as important as speaking your feelings. When you are listening, try to feel what the other person is feeling. For this you will have to use your imagination. You can also try to understand what the other person's needs are. In order to understand them better and to try to feel what they are feeling, you might try something different after you have both shared your feelings. You can repeat back to your partner what you heard them say. For example, "I hear that you were angry when I sat in your chair." This can be very helpful, but it takes a lot of practice, and it is not necessary to do this in order to have a successful conflict resolution.

d) IDENTIFY THE PROBLEM. Agree on what the main problem is.

Once each partner has had a chance to share his/her feelings using I-messages for one or two rounds of sharing, then it is time to try to identify the problem. What is the main problem? It is not acceptable to identify the problem by saying, for example, "The problem is you, because you are so mean." The problem is not the other person and the problem is not you. The problem is a certain situation that happened and caused you both to get into a conflict. What was/is the situation? We will try to describe it without talking about our feelings. For example: "Well it seems that there are two of us who wanted to use the same chair. It looks like we have a mathematical problem!" Or: "What happened was that one person was not allowed to play in the game and that caused them to feel bad and get angry and yell at the other person, causing hurt feelings." When we are trying to identify the problem, we should try to look at the big picture and see what the cause of the conflict was in the first place.

e) BRAINSTORM SOLUTIONS. Together think of at least five possible solutions.

Once we have identified the problem, we can begin to talk about solutions that will fix the problem and help to solve the problem. When we are trying to come up with solutions it is important to be aware of what your own needs are. In other words, if you don't like it when a person calls you a certain name, or if you don't feel comfortable when people in the class are telling secrets, then it is important to include ideas for fixing these things in your solutions. The solutions the two sides think of and agree on should be solutions that both partners feel good about. These are called 'win-win' solutions because everybody feels good about them and everybody wins. Try to come up with five possible solutions. Then write down your five possible solutions onto a piece of paper.

f) **CHOOSE A SOLUTION.** Decide together on a solution that everyone feels good about.

Now that you have brainstormed five possible solutions, it is time to choose one that you want to commit to and practice. Talk about each one of your five possibilities a little more, and then decide which one is best. If you can't agree at first, try to see which solution is one you can both feel okay about. In other words, one partner might really like one solution, while another partner might really like another solution. Yet maybe there is a third solution that might not be the favorite one for anyone, but it will be acceptable to both partners. This kind of agreement is called a compromise. Write down your solution on a piece of paper, in your journal, or in a place where you can look at it and review it when you need to.

g) **ACKNOWLEDGE YOUR PARTNER.** Say to your partner, "Thank you for solving this problem with me."

It is time to thank the other person for being your conflict resolution partner. Without the other person's participation you would not have been able to solve the conflict. You would still be in the conflict and feeling bad. And there is every possibility that the conflict could have gotten worse if you didn't do a conflict resolution. So, say, "Thank you," to your conflict resolution partner!

h) **PRACTICE THE SOLUTION.** Review the problem situation, and practice the solution you agreed upon.

It is important to take the time to practice your solution. Go back to the place or situation that led to the conflict in the first place and practice the solution you agreed upon. For example, if you were in a conflict because you both wanted to use the same hula hoop, and your solution was that you would each choose a different hula hoop to play with, then you will practice choosing and using a different hula hoop – just as you agreed. Continue practicing your solution every day or as often as the situation or similar situations come up!

i) **WORK TOGETHER ON A PROJECT.** Choose and work on a project together during the week.

After you and your partner have agreed upon a solution and you have begun practicing it, it is a good idea to create or imagine a project to do with your partner that has nothing to do with the conflict you just solved. You could play a

game together, make an art project together, or make a funny skit to perform for your class. Working on a project together will help rebuild your trust in each other and will help you to see that the other person has good qualities, can be fun to be with, and is an important part of the class.

10) MEET AND REVIEW. After your project week, meet together again and talk about how the whole conflict resolution process worked for you.

After about a week, or after you have done a project together, it is a good idea to meet with your partner and review how the conflict resolution process has worked for each of you. It is usually good to do this with a teacher present the first time. Is everybody still feeling good? Is there anything that someone is not feeling good about? Are both partners keeping the agreement and practicing the solution? Do you need to review your solution to make sure everyone understands it in the same way and is following it properly? During this review meeting, it is also nice to talk about how the conflict resolution process and doing the project together has helped your friendship with your partner. If you wish you can plan a new project to do together.

Lesson #4 - Special friends visit the classroom

Bringing special friends to the classroom can help remind us of our school goals and guidelines. Special friends can be puppets that we buy or make. Or special friends can be a teacher who dresses as a different character who comes to visit the classroom from time to time. Our special friend should have names like Koali the Koala or Timothy the Turtle. Usually special friends become more real when we know their personalities a little bit. Maybe Koali is shy and hides until the children gently say, "Welcome Koali!" to make him feel better. Or maybe Timothy the Turtle likes it very quiet and does not want to come out of his shell until the classroom is silent and peaceful.

Special friends can be our conscience regarding how we are treating each other in the classroom, in the hallways, or on the playground. When a special friend comes, he or she can share about what he/she has observed recently in and around the school. The students can ask the special friend questions about our classroom and about how we can become a more peaceful community. Special friends can be a great help to us in reminding us how important non-violent conflict resolution is and they can also remind us of the different steps of conflict resolution in case we might have forgotten.

Lesson #5 - Conflicts in the world around us

There are hundreds of conflicts that happen every day. Some of them we see with our own eyes and others we read about or hear about in the news. Some conflicts are between individual people, such as the conflicts we have in our classroom. Other conflicts occur between groups of people such as between loggers and environmentalists in the Northwest, or between those who like snowmobiles and those who think snowmobiles disturb the natural environment and should not be allowed in our national parks. Even whole countries get into conflicts and if it becomes serious they might get into a war.

Choose a conflict you have read about or heard about in the news. Try to understand what each side in the conflict really wants or needs. Write down a short list or a summary of each side's position. Then try to imagine some solutions that might be acceptable to each side in the conflict. The solution will have to give to each side something that they want. That's what makes conflicts a challenge and why it takes imagination and creativity to invent possible solutions for them! Write down your possible solution or solutions. If you wish you can draw a picture or a diagram to illustrate your solution(s). If you have permission from your parents and your teacher, you can write a letter to the actual people involved in the conflict and tell them you have studied their conflict and tell them about the solutions you have come up with. Maybe this will help them to find a way out of their conflict. You can also send them a copy of our ten-step conflict resolution process so they can learn more about conflict resolution.

Discussion Questions:

a) The two main parts of Gandhi's philosophy are *ahimsa* and *satyagraha*. Review the meaning of these two terms. Share an example of each of them to illustrate their meanings. Then brainstorm examples of people practicing each of them from history or from current events.

b) "There are innumerable definitions of God, because His manifestations are innumerable. They overwhelm with wonder and awe, for a moment stun me. But I worship God's Truth only." –Mahatma Gandhi

Discuss examples of how Gandhi followed the truth that he felt in his heart, no matter what.

c) "The age of misunderstanding and mutual warfare among religions is gone. If India has a mission of its own to the world, it is to establish the unity and the truth of all religions." –Mahatma Gandhi

Discuss the special role Gandhi saw for India in the world.

d) “Some world figures have called Mahatma Gandhi the Saint Paul, Saint Thomas, and Saint Francis of Assisi of the modern era. I call him the Pacific Ocean of Heart’s Love and Soul’s Compassion. Mahatma Gandhi is not the exclusive treasure of India but a peerless pride of mankind; and he will remain so down the sweep of centuries.” –Sri Chinmoy

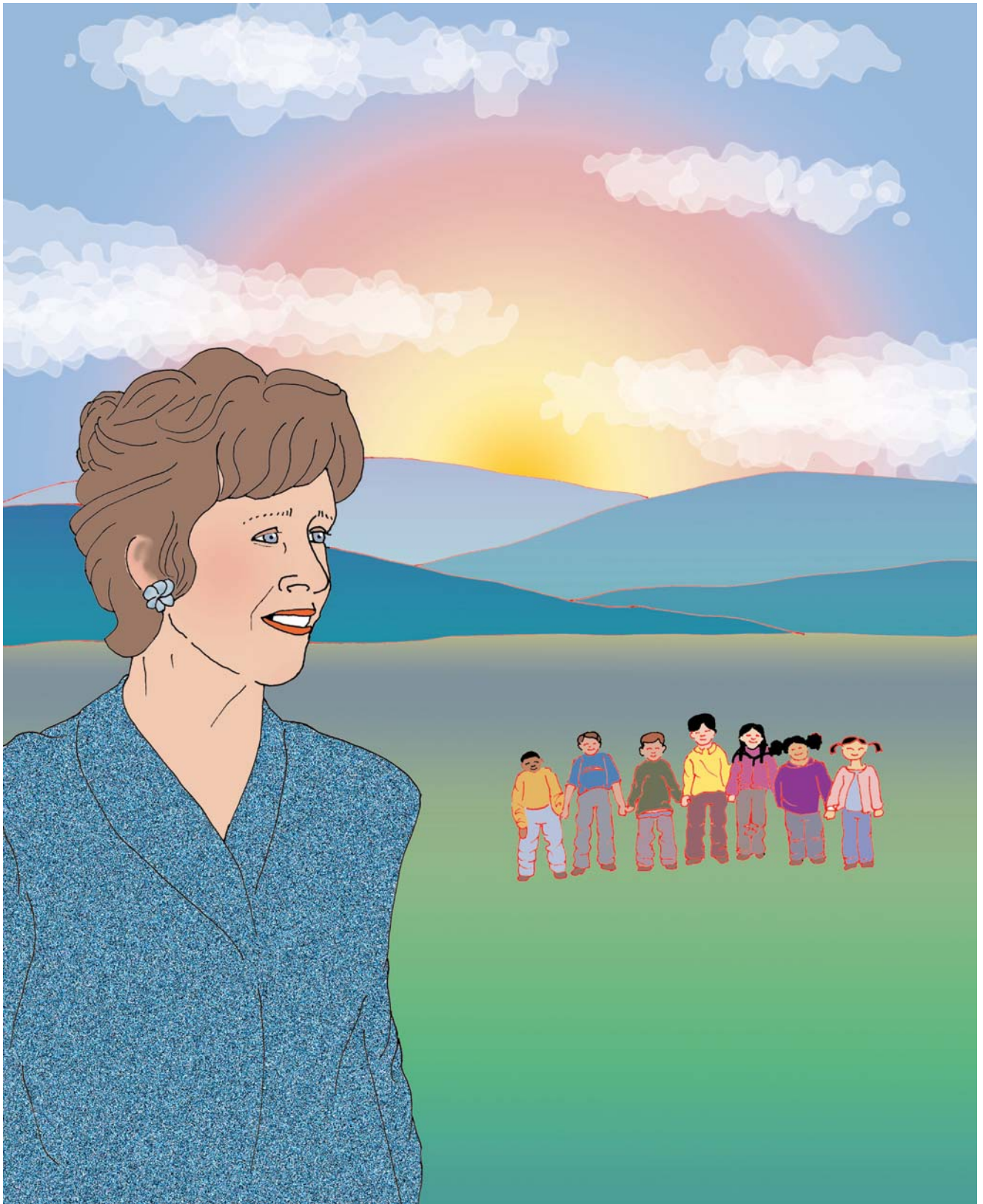
Discuss this quotation about Mahatma Gandhi. What does Sri Chinmoy mean when he says that Mahatma Gandhi is “not the exclusive treasure of India, but the peerless pride of mankind”?

e) The prerequisite to conflict resolution is a commitment to non-violence.”
–Andrew Kutt

Why is the commitment to nonviolence essential before conflict resolution can successfully and consistently happen? What might happen if one or both partners don’t fully believe in or aren’t completely committed to nonviolence?

Supplemental Activities:

- Using art materials, make ten colorful posters illustrating the ten steps of conflict resolution. Then put up the ten posters on the wall of your classroom or on the hallway bulletin board.
- Using drama to practice conflict resolution skills can be one of the best ways to learn them. Invent imaginary conflicts based upon things you observe in the classroom or on the playground. Perform role-plays or mini skits to dramatize the conflicts. Show how the conflict might end without conflict resolution and then show how the steps of conflict resolution might be used to resolve the conflict.
- Class/ School Mediators: Once students have practiced conflict resolution for some time they can become class or school mediators. Sometimes these are called ‘peer mediators’. Mediators are students who have shown they are very good at solving conflicts and are willing to help others. These students usually have to pass some kind of conflict resolution evaluation or they might have to apply for the position of mediator. It is best to practice being a mediator with younger students first, before you become a mediator with students your own age.



Chapter Fifteen

Some for You and Some for Me: Learning to Become Partners in Sharing the World's Resources

Chapter Inspiration:

“If you knew what I know about the power of giving, you would not let a single meal pass without sharing it in some way.” –Buddha

“Conservation is humanity caring for the future.” –Nancy Newhall

“We must learn not to disassociate the airy flower from the earthly root, for the flower that is cut off from its root fades, and its seeds are barren, whereas the root, secure in Mother Earth, can produce flower after flower and bring their fruit to maturity.” –The Kabbalah

“Today's world requires us to accept the oneness of humanity.” –The Dalai Lama

“Now I see the secret of the making of the best persons. It is to grow in the open air and to eat and sleep with the earth.” –Walt Whitman, *Song of the Open Road*

"I see a world where the most highly valued work will have the consciousness of caring." –Riane Eisler

“Thank God men cannot as yet fly and lay waste to the sky as well as the earth!”
–Henry David Thoreau

“When you offer something to anybody, do it with both hands wide open.”
–Sri Chinmoy

“There is not a flower or bird in sight, only a small screen on which lines are moving, while the child sits almost motionless, pushing at the keyboard with one finger. As a learning environment, it may be mentally rich, but it is perceptually extremely impoverished. No smells or tastes, no wind or bird song, (unless the computer is programmed to produce electronic tweets), no connection with the soil, water, sunlight, warmth, the actual learning environment is almost autistic in quality, impoverished sensually, emotionally, and socially.” –John Davy

“Look at the lilies of the field. They do not worry about how they will adorn themselves. Yet Solomon in all his glory is not arrayed like one of these.” —Jesus Christ

Chapter Story:

Riane Eisler was born in Vienna, Austria in the middle of the 20th century. At that time, Austria, and much of the rest of Europe, was controlled by the Nazis. The Nazis were a political party from Germany led by Adolph Hitler. They believed that they were superior to other human beings and that they were destined to take over the whole world and install Hitler as the dictator of the world. The Nazis, for reasons nobody really knows, looked down on Jewish people even more than they looked down on other people. In Austria, as in other countries, the Nazis captured the Jewish people and sent them to enormous prisons called concentration camps. At the camps, they deliberately killed many Jews, while other Jews died in the camps from malnutrition and cruel treatment.

So this is the world that Riane Eisler grew up in. And because her family was Jewish they faced many terrifying and horrible things. When Riane was very young, she watched her father get beaten up by the German police, who were called the Gestapo. The Gestapo were extremely mean, and after beating up Riane’s father they took him away. Riane had seen the Gestapo take other people away and they did not come back, so she didn’t know if she would ever see her father again. Then Riane’s mother courageously went to talk to the Gestapo. She told them it was not right that they took her husband and she demanded that her husband be set free. Miraculously, Riane’s father was set free and allowed to come home. Riane was amazed at her mother’s courage. As soon as Riane’s father was safely home, they began to plan how to escape from Austria, as it was much too dangerous for Jewish people to remain there with the Nazis in power.

During this time, in her child’s mind, Riane tried to make sense of the Nazis and what they were doing. She began to ask questions like, ‘Why are people cruel?’ ‘Why do they hurt and kill one another?’ ‘If this is really, as we are often told, just human nature, why isn’t everyone like that?’ ‘Why are some people caring and peaceful?’ ‘What pushes us in one direction or the other?’ ‘What can we do to affect all this?’ These questions stayed with Riane throughout her whole life.

All of this happened to Riane before she was six years old. At the age of six, Riane and her family managed to get out of Austria before the Nazis caught them again. Then they took a ship to Cuba. They had to start a completely new life in a foreign land, but they were very lucky, because millions of other Jewish people never made it out of Austria and other countries such as Poland, Hungary and Czechoslovakia, that were overrun by the Nazis. At the age of 14, Riane

came to North America.

Riane began her university studies at the University of California, where she eventually received a degree in sociology and law. She worked for a time as a social scientist at the Rand Corporation, got married, and had two children. During these years, she never forgot the questions that she had asked herself during her childhood. In order try to answer those questions, she did an enormous amount of reading in a wide range of subjects, from sociology, anthropology, history, psychology, and systems science to archeology, mythology, literature, evolutionary studies, women's studies, and the arts. She gained a vast amount of knowledge in these different fields, and yet she didn't find the answers she was looking for.

Gradually though, like pieces of a jigsaw puzzle coming together, Riane began to see patterns – connections between different bits of information from all these different areas and from the whole span of human history. Finally, she had a great realization: Human beings have a choice between two main ways of organizing their beliefs, their government, and their relationships. She called one of these two ways the 'partnership' model and the other way the 'dominator' model. Riane began to feel she was answering the questions that she first had as a child growing up in Nazi Austria.

The partnership model was the way of peace and harmony, in which human beings cooperated together to build a society that would benefit everyone. The citizens followed laws because they wanted to and because they felt good about the society they were living in. Problems were generally solved in a peaceful way. In the partnership model, women and men were equally important in the society. Men and women treated each other with respect, and men and women generally had equal rights.

The dominator model was the way of power, where some people controlled other people in the society in such a way that not everyone was equal. People followed the laws because they were afraid of what might happen to them if they didn't. Problems were often solved with the use of violence. In the dominator model, men and women did not have equally important roles in the society, men often did not respect women, and women did not have equal rights with men.

Riane discovered that she could look at all of human history according to these two models or human behavior. With this in mind, she began to find more and more clues in the different subjects she had studied and she went on to make many other important discoveries. She began to write down and organize all these ideas. The first books she published were *Dissolution*, in 1977, and *The Equal Rights Handbook*, in 1978. Then in 1987 she published a book called *The Chalice and the Blade*, which became an international best seller – it was translated into more than 22 languages. Riane went on to write several other books and over 200 articles. Her ideas of the partnership model and the dominator model

became known around the world.

Many people found Riane's ideas to be very helpful in understanding humanity's evolution on earth. Previously, many people believed that human beings were just aggressive by nature and that they had no choice but to use violence sometimes. According to this way of thinking, war is inevitable which means it is just going to happen from time to time, because that's the way human beings are by nature. Riane believed this way of understanding human beings was false, and she tried to prove in her research and her writing that human beings could be very peaceful if they had the right opportunities. In her work she has shown many examples of human beings developing partnership societies throughout history, right up to today. She has proven that it is possible to build a peaceful society if you have the right tools.

In 1995, Riane published a study that showed a strong link between the status of women and the general quality of a nation's life. In this important work, Riane studied statistics and information from 89 countries. Today, Riane continues to study, to write and to give lectures around the world. In recent years she has turned her attention to the importance of education, because she has come to believe that the tools of making a peaceful world must be taught when people are still young. Her book, *Tomorrow's Children*, is about how children can be taught partnership skills.

Riane's most recent book is called *The Power of Partnership*. Her goal in this book is to help us to recognize the partnership and dominator tendencies in our own relationships and friendships. The book is intended to help us human beings understand ourselves, to help us forgive ourselves and each other when we make mistakes, and to help us be patient as we try to build a partnership world. Riane's dream is a world in which all people are sharing all of the world's resources and cooperating to build a future in which each citizen of the world has an equal stake. She continues to work towards this goal every day.

Chapter Overview:

Our planet earth is a very fragile place. Every living thing on the planet is important because it plays a role in the web of life. If one kind of plant dies, it means that some particular kind of animal will be without its source of food. The different kinds, or types, of plants or animals – for example, daisies or roses; or raccoons, elephants, or dogs – are called species. If a particular animal species goes out of existence, then that will in turn affect the healthy existence of other animals. If this happens over and over, and plant and animal species continue to die out, as they are doing today, this causes a big problem. Entire ecosystems – the other plants and animals that depend in some way on the dying-out species –

are disturbed, and eventually the whole balance of life is upset. Right now there are more than 1,000 endangered animal species worldwide!

As the population of human beings on earth continues to grow, so does our need for cattle grazing land and land for growing crops. In order to feed the growing number of people we use more acres of land for crops, we use more water to irrigate the land, and we use more chemical fertilizers and chemical pesticides. As farmland spreads, forests have to be cut down. Meanwhile we are taking more and more fish out of our oceans, to use them for food. In some parts of the ocean it is difficult to find some of the species of fish that used to swim there in great schools.

As we humans populate the planet, we are building more and more homes and other buildings. We need more and more wood and that means we need to cut down more trees. Hundreds of thousands of factories are spread across the globe to build our cars, clothes, appliances, furniture, toys and many other things. Many of these factories pollute the environment with chemicals because there are very weak environmental laws in many countries. Meanwhile, with so many automobiles and factories producing toxic gases like carbon monoxide and other gases, the ozone layer of the earth's atmosphere, which protects life on earth from harmful rays of the sun, is getting destroyed.

The need that human beings on the planet have for energy increases every day. We all get energy from the food we eat in order to keep our bodies alive. But we also need energy to power our cars, airplanes, boats, our televisions, computers, refrigerators, lights, and so many other things. These all require energy and it takes fuel to produce that energy. Much of the fuel we use – such as wood, oil, natural gas, or coal – is not renewable. That means that once we use it we cannot make more. Many of these kinds of fuels also create lots of pollution.

Even with all of this expansion and growth of farmland, building construction, and energy production, many people on planet earth do not share in the benefits of these things. Hundreds of millions of people on the planet live without running water or toilets. They have no electricity. They cannot afford a car, a television, a computer, or even a telephone – things that most of us in the United States take very for granted. The wealthier nations of the world, such as the United States, use way more than our share of the world's natural resources and energy, and get most of the benefits in return. Many nations allow their resources to be mined or taken, but the people of those nations do not get the same benefits as we in the U.S. do.

With so many challenges facing us, what can we do? How can we save the endangered species, protect our environment, conserve energy, and learn to share the world's natural resources in a way that is fairer than the way things are doing now?

The first thing we can do is to educate ourselves about some of these prob-

lems. We need to learn as much as possible about these global challenges, so we understand the sources of the problems. Then we can take action to do something positive about some issue or challenge that we are interested in. In this chapter we will learn more about these global issues that Riane Eissler cares so much about, and we will explore some different ways we can begin to take action to help.

Chapter Lessons:

Lesson 1 - Making rainbow necklaces and bracelets

For this activity you will need some waxed twine or string, some plastic colored beads with holes and some nimble fingers. You will need a variety of bead colors. See the bead colors and their meanings below. Note that the bead colors are different from the colors for the Web of Life Game in Chapter 11. This is a different game, and it has somewhat different meanings for the colors. If you choose to, however, you can use the colors described in Chapter 11 for your bead necklaces and bracelets.

- a) First, measure a piece of waxed string to see how much you will need to make a necklace or a bracelet. Once you have measured, then add a few inches, and then cut your string from the spools. Note: If you are making a necklace, your string needs to be big enough to fit over your head – unless you are going to make a tighter-fitting necklace. For a snugger-fitting necklace you will need to leave enough string on both ends to tie together when you are finished.
- b) Next tie one end of your string tightly onto a single bead – so the string cannot slip off. It is best if you leave an inch or two of extra string on one side of the knot in case you need it. On the other side of the knot will be several more inches of string where you will do your stringing. For a necklace you will need six to ten inches of string. For bracelets you will only need three to five inches of string.
- c) Hold your string so that the knotted bead is on the bottom. Begin stringing your beads. First you will put a colored bead, then a white bead, then another colored bead, and so on. Alternate the colors, so you have each of the colors represented. In other words, put one of each color on the string before you put two beads of any color. Remember to put a white bead in between every colored bead. The white beads are for the invisible bond of life that connects all living things, and they also symbolize the caring love of human beings for other living things. The white beads are for the mystery of life and for our love for all living

things. The white beads remind us we share the whole earth with all living things.

d) Once you have completed one 'round' of colors, keep adding beads until your string is full of beads. It takes a little practice to know when to stop stringing and what length of string you will need. When you are done stringing you will need to tie the second end of your string to the same bead where you tied your first end. Make sure you tie a tight knot. Now you have completed your loop and your beads won't fall off! Once you are sure your necklace is complete, you can trim off any extra string with scissors. Congratulations, you have finished your bracelet or necklace!

e) If you are trying to make a snug fitting necklace instead of one that just slips over your head, you do not tie the last end of the string to the knotted bead. You will gently tie the two ends of your string together at the back of your neck. If you tie a gentle but secure knot you will be able to undo the waxed string when you want to take your snug rainbow necklace off.

f) Whenever you wear your rainbow necklace or bracelet you can spend a few minutes touching each bead. As you touch the bead you can say the color and what that color stands for. We will use the chart below to learn the meanings of the colors. If we do this activity once a day, it can be a reminder of our indivisible connection with all living things.

g) Once you have made a bracelet or a necklace the original way described above, you can try to become more creative the next time around. For instance you can put two of every color along the whole string, or you can try variations. Also, once you have become good at making rainbow bracelets and necklaces, you can help younger students to make one. Remember to tell them the meanings of the colors. That's the most important thing for them to learn!

Bead Colors:

Yellow is for the sun and the life-giving energy it brings to us.

Dark blue is for the sea, for the lakes and rivers, and for all the waters of the earth.

Light blue is for the sky, for the air that we breathe and for the atmosphere, which keeps our air from floating out into space, and also protects us from the rays of the sun that would harm us.

Red is for all of the two-legged and four-legged animals and for human beings.

Green is for the plants on the earth, in the oceans, rivers, and lakes. It is also for the oxygen they breathe out, which is the oxygen that we need to breathe in, in order to live.

Lavender is for the insects that fly, that pollinate all of the flowering plants so they can reproduce and make fruits and vegetables for us to eat. It is also for the insects that crawl on and in the earth and fertilize the earth with nitrogen and other nutrients.

Burgundy is for the birds that spread seeds across the earth.

Purple is for the fish that swim in all of the waters.

White is for the interdependence of all living things on the planet. We are all connected. White is also for the compassion and love of human beings, because humans have special responsibility to care for the animals, plants and each other. There should be a white bead in between every other bead to show the interconnectedness between all living things.

Orange is for the birds that bring us colorful beauty and inspiration. They help to spread seeds across the earth so that plants can spread from place to place. They help us keep a diversity of plant life on earth.

Lesson #2 - Vivaldi nature exercise

In this activity we will listen to the *Four Seasons*, a famous piece of music by Antonio Vivaldi. This piece of music has four movements – four different parts. Each movement is about a different season. The whole piece of music goes from spring to summer to fall to winter. As we are listening we will draw with colored pencils, markers, or crayons. We can draw images or designs or just colors. Whatever we are feeling from the music we can draw. When the music is finished, we will have some extra time to finish our drawings. Then we will invite students to share their drawings if they wish. The *Four Seasons* reminds us of the beauty of nature. Nature is always there for us. The cycle of seasons never changes. It always goes in the same sequence – magically changing the summer's green leaves to the wonderful colored leaves of fall. Once the leaves fall, winter arrives bringing cold, frost, snow and new joys. Then in the spring it is like everything is reborn again. Discuss how you felt when you listened to this musical piece by Vivaldi. Did any special images or visions come to you? What did you see in your mind's eye? Do you think Antonio Vivaldi is a good musical composer? Why?

Lesson 3 - The silent nature adventure

For this lesson we will go on a special adventure in the forest or on our playground. We will go on a walk and as we walk we will pay special attention to what we are experiencing through our senses. For a period of time we will not talk at all. The goal of our nature adventure is to experience nature without words. After our silent nature adventure we will have a chance to draw and write about our experiences. We will also share with each other about what we learned.

- a) With our ears we will pay attention to any insects or birds we might hear. If we are near a river or stream, we may hear running water. If we are lucky we may hear some animals such as the chirping of squirrels or chipmunks. We may also hear some sounds that are made by humans and not nature.
- b) With our eyes we can observe things as big as the sky and as small as bugs eating a stump. We might observe a bird building its nest, caring for its young, or speeding through the trees. We might observe a butterfly or a honeybee going from flower to flower gathering nectar and pollinating the plants. We might observe many other things.
- c) With our sense of smell we can smell the fragrance of the flowers, or of the earth after a rain, or of the skunk cabbage in a swamp. If we pay close attention we can also tell the difference between the smell of the deep forest compared with the smell near a stream or river, or compared with a meadow.
- d) With our sense of touch we can feel a stone. We can feel the cool, soft water of a stream or the warm water of a pond. We can touch the grass. We can hug a tree and feel the bark around it. We can see how soft a dandelion can be and we can carefully feel how sharp is the thorn of a thistle or a rose. We can also feel the air on our faces or on our hands if we hold them outstretched to our sides as we walk.
- e) With our sense of taste we might be able to taste some mint growing in a garden. Why not taste a blade of grass, or, better yet, a strand of hay growing in the field? If you gently munch down on the hay you can taste the sweet green juice inside. If there is a honeysuckle bush nearby, we can taste the sweet nectar that is inside by pulling very gently on the white stamen and licking the tiny bubble at the end before it falls off. Garden vegetables are always a wonder to taste if we have the chance. With wild plants in the forest, we should never taste anything without direct adult supervision and permission.

Lesson #4 - Endangered species

Animals and plants become endangered across our planet due to the expansion of human population, the growth of cities and urban areas, the destruction of natural habitats like the rainforest or the everglades, and because of pollution.

Here are some important facts about endangered species:

- Scientists have cataloged more than one and one-half million of the species that exist on earth today. Scientists estimate that 20 times that many species exist that have not been cataloged yet.
- Up to 100 species become extinct every day. According to scientists, the total number of species lost each year may climb to 40,000 by the year 2100. This is a rate far faster than at any time on earth in the last 65 million years.
- Around the world, more than 3500 protected areas exist in the form of parks, wildlife refuges and other reserves. These areas cover a total of about 2 million square miles (5 million square km, or 3% of our total land area).
- Today, more than 200 animal species in the United States are classified as endangered. More than 1,000 animal species are endangered worldwide.

For this lesson we will make a list of all of the endangered species that we know of around the world. Then each student will make a picture and a fact card about one endangered species. As a class we will make a map showing in which countries the endangered species live. We can make one map on a bulletin board or on the wall. Each of us will add pictures and fact cards onto the map, on or near the country where that species lives.

Lesson #5 - Recycling and conservation

When we recycle items, we save valuable resources, cut down on energy use, and reduce pollution – which means a better planet for everyone. When we conserve energy, it means that more energy might be made available to less fortunate people in the developing world. It also means that governments and businesses can save money to put into research to create renewable forms of energy.

There are many kinds of products we can recycle and many ways we can conserve energy. One half of the class will make a list of all the different kinds of products that can be recycled. The other half of the class will make a list of all the ways energy can be conserved. The groups will elect a spokesperson or per-

sons who will report back to the class and display their list. Then as a class we will make a plan to do something to help with recycling and conservation at home, in the neighborhood, or at school.

Lesson #6 - Creating energy

We need energy to live. We get energy from food. But we also need energy to power all of our machines. Right now, for many of the world's machines, we are still using non-renewable kinds of fuel – such as petroleum, natural gas, and coal. These fuels are often called 'fossil fuels'. Once these things are used we cannot make more. Also, petroleum and coal are very polluting kinds of fuel. There are other ways of generating energy which are renewable and which do not pollute – such as solar energy, geo-thermal energy, wind power, and waterpower. Do some research on one of these ways of making energy. Then write down what is good about this kind of fuel or energy production and what some of its problems or challenges are. You can do this in a chart form if you wish: Make a line down the middle of your page. In one column write the good things about the fuel or type of energy production. In the other column write what the problems or challenges are. You can include a picture to illustrate this kind of fuel or energy production. Once you are finished, we will invite people to share their information and their drawings with the class.

Lessons # 7 and #8 - Organizations

Now let's find out more about some of the organizations that try to improve the world situation by focusing on some of the challenges we mentioned in this chapter, such as the environment, endangered species, energy conservation, and recycling. You will make a list of organizations that work on these global challenges. Then you will choose one of the organizations on your list and find out more about it. Do some research on the organization you are interested in. Write down some basic information about the organization. Each student will give an oral report, if time allows. We can also gather all of our mini-reports and make them into a book that we can copy, so that everyone has a complete collection of information on these important organizations. If time allows we will write to the organization that we researched and ask them to send us information about the work they do.

We will:

- a) Write down the full name of the organization

- b) When it was founded
- c) The name of the person or group of people who founded the organization
- d) Write down the mission of the organization
- e) The main focus of the organization
- f) Write down any other interesting or important information we find.
- g) The reasons why this organization is good for the world
- h) On a separate piece of paper, write a letter to the organization. Tell them what you think of their work. Then request that they send you some information on their work. Address an envelope to the organization, put a stamp on it and put it in the mail.
- i) When materials from the organizations come in, we will gather all of the information in one place and sort it according to the various global issues we have studied. In this way we will have these things as a reference whenever we need to go back to them for important information.

Here is a list of websites for organizations that try to help each of the several world problems we have studied:

Recycling:

www.earthshare.org
www.kab.org
www.epa.gov/recyclecity
www.recyclingtoday.com
www.nrc-recycle.org
www.grrn.org

Energy Conservation:

www.eere.energy.gov/consumerinfo/energy
www.iiec.org
www.energyconservationinfo.org
www.science.gov/browse
www.ecoiq.com/energy

www.conservationcenter.org
www.homeenergy.org

Alternative Energy:

www.solarbuzz.com
www.solarenergy.org
www.sustainableenergy.org
www.eia.doe.gov/kids
www.firstgov.gov/Citizen/Facts/Facts_Environment
www.earth911.org
www.ecokidsonline.com

Endangered Species:

www.worldwildlife.org
www.WildAid.org
www.endangeredspecie.com
www.kidsplanet.org
www.worldkids.net
www.schoolworld.asn.au/species

Environment:

www.environment.gov
www.earthjustice.org
www.kde.org
www.webdirectory.com
www.epa.gov
www.cotf.edu/ete/
www.envirolink.org
www.sierraclub.org
www.greenpeace.org

Note: There are many other organizations that work on the problems of population, world hunger, health, medicine, water, and similar issues. We can add to the list and see how many organizations we can find. Remember that a governmental agency, like the Environmental Protection Agency, is different from an independent or non-governmental organization. You might want to have a different list for these.

Discussion Questions:

- a) Walt Whitman said, “Now I see the secret of the making of the best persons. It is to grow in the open air and to eat and sleep with the earth.” He believed it was very important for people to spend some time in nature in order to gain a deeper appreciation for life. What is your favorite thing about nature? What kinds of lessons have you learned from being in nature?
- b) Henry David Thoreau lived in the 1800’s, before human beings built machines that could fly. What do you think he meant when he said, “Thank God men cannot as yet fly and lay waste to the sky as well as the earth!” Do you think Henry David Thoreau’s worry about how people would treat the air and the atmosphere might have turned out to be true?
- c) Choose one of the quotations above that interests you. Read the quotation to yourself. Look up any words that you don’t know. Write the quotation in your journal. Then write about the meaning of the quotation or write your thoughts about it.

Supplemental Activities:

- If you are interested in numbers and statistics, there are several websites where you can get more interesting and important numerical information about world challenges. Choose one of them to investigate and report back to the class on what you discover. You should write down the important numbers and the facts that go with the numbers, which you want to remember
- Look in the appendix under ‘Environmental Facts’ to see all of the information about the environment. Find one to three facts that interest you and then share them with the class.



Chapter Sixteen

Good Morning, Meet Your World: Getting to Know the World We Live In

Chapter Inspiration:

“In a world where there is so much to be done, I felt strongly impressed that there must be something for me to do.”

—Dorothea Dix

“The world is my country, all mankind are my brethren, and to do good is my religion.” —Thomas Paine

“Change your thoughts and you change your world.” —Norman Vincent Peale

“You are not here merely to make a living. You are here to enable the world to live more amply, with greater vision, and with a finer spirit of hope and achievement. You are here to enrich the world. You impoverish yourself if you forget this errand.” —Woodrow Wilson

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” —Anne Frank, *Diary of a Young Girl*

“Although the world is full of suffering, it is full also of the overcoming of it.” —Helen Keller

“Let it be our solemn promise to Mother Earth that from now on we shall take very good care of her.” —Sri Chinmoy

“The most powerful factors in the world are clear ideas in the minds of energetic men of good will.” —J. Arthur Thompson

“Don’t worry about the world coming to an end today. It’s already tomorrow in Australia.” —Charles M. Schulz

Chapter Story:

Dag Hammarskjöld was born in 1905 in Sweden. Dag's parents were a very important influence in his life. His father taught him that living a life of service to his country and to humanity was the best kind of life to live. Dag's mother taught him that all people are children of God and therefore they are all equal. From his father and mother Dag gained the strong belief that the whole world was one family.

Dag was an outstanding student at Uppsala University, where he earned his first degree, in the humanities, in 1925. Dag went on to get a second degree, in economics, in 1928, a law degree in 1930, and a doctoral degree in 1934. Dag also spoke and read three other languages besides his own – English, German, and French. He was an excellent musician and he especially loved Beethoven. Dag also very much enjoyed art. His favorite artists were the Impressionists, like Claude Monet. He loved to study and discuss philosophy and theology. In addition to all this, Dag was an excellent athlete – a good gymnast and skier and an even better mountain climber. Dag was what is called a renaissance person, because he was interested in and proficient in so many different kinds of things.

Dag's main interest was in political economics. Dag worked very hard and did very well in all of his jobs as he advanced from one position to a more important position in his career. He became the Undersecretary of the Ministry of Finance and then the head of the Bank of Sweden – the most important financial job in his country. In these positions he had many accomplishments. He created a concept called a 'planned economy' which was designed to keep the economy of his country steady and growing. He developed the idea of the 'welfare state', which meant that the government had a responsibility to help those who did not have a job. After World War II, Dag had a major part in deciding how to rebuild the parts of Europe that were badly damaged by the war and also how to help the people who were suffering with no homes or jobs.

Even though Dag held these high offices for the Swedish government, he did not get that involved in politics. He did not like to waste time arguing about politics when there were so many important things to do in the world. In foreign affairs Dag worked continually for economic cooperation between nations, so they could learn to share their wealth and to work together. He was very involved in the Council of Europe and the Organization of European Economic Cooperation. However he did not believe that his country should join the North Atlantic Treaty Organization, because he felt its focus was too much on military solutions and not on peaceful solutions.

Dag became the Swedish delegate to the United Nations in 1940 and again from 1951-1953. In 1953, in the vote for Secretary-General of the United Nations, the highest position at the UN, Dag received 57 votes out of 60. He was re-elected

for a second five-year term in 1957. Dag decided that to solve some of the world's problems he would need a good organizational structure for his 4, 000 workers. He created a set of regulations defining the responsibilities of all the delegates and workers at the United Nations. The most important thing for Dag was that they understood that at the United Nations they were working for the whole world - not just their own individual country.

In 1954-1955, Dag had his first major achievement at the United Nations. He achieved a major diplomatic victory when he personally negotiated the release of American soldiers who had been captured by the Chinese in the Korean War. In his work as Secretary-General Dag worked hard to solve problems on three different continents. In order to prevent conflicts and wars from happening, he created an approach which he called 'preventive diplomacy', which means to build bonds of cooperation and communication between people so that they don't have a fight in the first place.

Dag used his ideas and his skills to solve quite a few world problems. In Palestine he tried to help the Palestinians and the Israelis work out how they were going to share the land they both wanted to live on. He also helped to solve conflicts in Lebanon, Jordan, Cambodia, Thailand, and Laos. In 1956, an Egyptian leader named Nasser ordered his soldiers to block the Suez Canal and not let any other countries use it. Israel, France, and Britain wanted to use force to solve the problem, but Dag was able to stop them from using violence. He and others at the United Nations convinced these countries to try to work things out without violence and they did.

During these conflicts, Dag created three new ways to help countries stay peaceful and stay on the right track, the track of cooperation. These three ways were: United Nations Observation Groups – sent to keep an eye on certain situations; United Nations Offices –created in different countries so the United Nations could communicate with and help people in those countries more quickly; and United Nations Peacekeeper Troops, also called the UN Emergency Force – which were asked to go to areas of conflict to make sure nobody used violence to solve conflicts. Because of all these new ideas and efforts by Dag, the position of the Secretary-General became even more important, because the Secretary-General came to be seen as the Executive of Peace Operations in the whole world.

In 1960, there were major problems in the newly independent country of Congo. The new government there was facing a mutiny of its own troops, who were not happy with their pay and the way the new country was developing. Meanwhile, the province of Katanga wanted to separate from the rest of the Congo, and form its own country. On top of all this, Belgium sent its military troops to use force if necessary to solve the problems there. The President of the Congo asked the United Nations for help. The United Nations sent a peace-keeping force, with Dag Hammarskjöld in charge of operations. However the situa-

tion became worse. There were many different groups who were arguing. It was very difficult to resolve so many conflicts at one time.

Dag did not give up. He traveled to the Congo to work in person with the Congolese government. While he was in the Congo, Dag learned that fighting had broken out between the Katanga troops and the United Nations peacekeepers. Dag was determined to stop the fighting and to find a solution to the conflict, especially since the United Nations Peacekeepers did not have heavy weapons and were not supposed to fight a war. Dag decided to go to speak personally to President Tshombe of Katanga. This meant he had to take a very dangerous trip, that required tremendous courage. Dag had to fly in a plane to Katanga to have this meeting. Sadly, sometime during the night of September 17-18, 1961, Dag and fifteen others aboard died when their plane crashed near the border between Dkatonage and North Rhodesia.

After Dag's death, the publication in 1963 of his journal, entitled *Markings*, revealed the inner depth of the man. He saw the book as "a sort of White Book concerning my negotiations with myself and with God". The entries are spiritual truths given artistic form. As his journal and his life show us, Dag Hammarskjöld was a very spiritual human being, a great leader, and someone who served the world with love and amazing commitment – all things that his parents would have been very proud of.

Chapter Overview:

The world we live in is a vast and wondrous place. There are so many different kinds of people on the planet. People live in just about any place you can imagine – high up in snow-covered mountains like in Nepal, inside great canyons like the Grand Canyon, in the middle of the desert like the Outback of Australia, on boats floating on lakes and rivers in Southeast Asia, on frozen tundra in northern Canada, in enormous cities like Shanghai, and in many other strange and fascinating places. Human beings have proven that they can live and thrive in almost any kind of environment. They have learned how to adapt to all kinds of different circumstances. They have had to use creativity to solve problems, ingenuity to build new kinds of tools, appliances, and homes, and determination to stay in their new places in spite of great challenges.

In order to become global citizens of planet earth, an important first step is to learn as much as we can about the earth and the people that live upon it. All people on the planet – no matter how they dress or talk – are our brothers and sisters. No matter how different we are, we all share the same planet. As we get to know more about so many special places on the planet, we can also learn about the unique people who live in those places. Each culture we learn about can

teach us something new. Each culture has wisdom that has been passed down from generation to generation through the ancestors to the present day. Each culture brings us a special language, music, food, dress, and customs that can make our lives more enjoyable and lively.

Meanwhile, the expanding population of planet earth is creating big challenges for all of us. The current population of earth is over six billion, four hundred million people. It is increasing by two people every second. By the year 2020, the population will be 7.5 billion people. How will we feed so many people, when hundreds of millions of people go hungry already? How will we provide everyone with clean water and a good home to live in? And how can we preserve the unique differences of all the world cultures as people move from the countryside to the city and from one part of the world to the other? These are the questions we have to answer as responsible global citizens, who are trying to create a world which is a happy and harmonious place for all.

There are so many ways we can help to answer these questions. The first way is very easy. Just celebrate our differences! Every day we have an opportunity to hear a language different from our own, to smell or taste a new kind of delicious food, to see clothing or touch fabric made in a traditional or artistic way, or to see someone practicing a custom that is new to us. Let us enjoy them all. When you have an opportunity to meet a person from a faraway land, ask them to tell you about where they come from.

Once we start to appreciate and enjoy people and things from other places, it is a natural thing for us to want to help the whole world share their cultural heritage in a peaceful and fruitful way. When we see just how beautiful the world is, with so many kinds of faces, we automatically want to help those whose faces may not be that happy because they don't have proper food, clean water, medicine, or safe shelter. In this chapter we will learn how to appreciate our world and all the people in it. We will also learn what we can do to help make our world fairer – a place where everyone has the things they need to be happy and safe, and where everyone can celebrate their own culture in harmony.

Chapter Lessons:

Lesson #1 – Our planet

Look for a minute or two at a picture of the globe taken by the space shuttle. Pay attention to the colors of the globe and the feelings you get when you see it. Now look at a geographical globe in your classroom that shows the countries on it. The globe shown in the picture taken by the space shuttle is a model of the real globe. What is the difference between the geographical globe and the real globe? What colors do you see on the picture of the real globe? What colors do

you see on the globe in your classroom? What is the difference? Which colors do you think are the ‘real’ colors of planet earth?

What else do you notice about the globe in your classroom? Do you see that there are lines between the countries on this globe? What do the lines represent? Who created the lines? The lines are the borders between countries. They are created by human beings to mark the boundaries between the territories of countries. Yet, there are no lines on the actual globe. In its natural state there are no borders or boundaries on planet earth. In her natural state, Mother Earth is one place – the home of all people. She is not naturally divided into countries or territories - human beings have done this.

Now let’s have a discussion about whether borders and boundaries are necessary. Let’s also discuss some of the disadvantages of having boundaries and also some of the challenges we would have if we didn’t have any boundaries. Let’s think about these things in terms of the relationships between people. Then draw a picture or write about your ideas and feelings about the two kinds of globes – the one with boundaries and the natural one without boundaries. If you prefer, you can imagine a world where boundaries were not really necessary; where all people were getting along peacefully and sharing with each other. Then you can draw a picture or write about the world you imagined.

Lesson #2 - The continent game

a) We will break up into six groups, with each group representing one of the six continents. (We will not include Antarctica in this game because it would be too difficult to answer the game questions for Antarctica.) So, we will break up into a North America Group, a South America Group, an Africa Group, a Europe Group, an Asia Group, and an Australia Group. Each group will have a more or less equal number of members and each group will have its own location in different parts of the room. Members of each group will take turns being the leader of the group.

b) When questions are asked, each group will have about thirty seconds to discuss possible answers and to choose one answer. Whoever is the leader of the group will say the answer when the group is ready.

c) The game is a cooperative activity. We will assign five points for every correct answer, but we will be adding up the points from all of the teams to see how many points we can earn before the end of the game. We will record the point total, so that the next time we play the game we can try to transcend our previous point total for the whole class. If a group cannot answer a question within one minute, or if they give an incorrect answer, the other groups will have one minute

to help them or to offer an alternate answer. Only one correct answer is needed. If a group helps another group in need, then the helping group gets the five points. This will reinforce the idea that everyone wins when we cooperate! The scores will need to be kept by a designated scorekeeper.

d) The teacher will ask the questions. When the question is asked, each group will have the chance to give one answer. The answers need to be written down by the teacher or a designated scribe. Here are the questions:

- Name a country that is found on your continent.
- Name a mountain range or desert that is found on your continent.
- Name a body of water, such as a lake, ocean, or bay that is found on your continent.
- Name a river that is found on your continent.
- Name an animal that is native to your continent
- Name an indigenous people or a civilization that lives or lived on your continent.
- Name a city that is found on your continent.
- Name a famous archeological site, natural park, or environmental treasure that is found on your continent.
- Name a famous person who lives or lived on your continent.
- Name an important natural resource, mineral, or gem that comes from your country.

e) Each round of questions means that each of the above questions is asked one time for each of the six groups. Depending on how much time we have, the game can be played in one round, two rounds, or three rounds. For each additional round, the same questions will be asked, but the answers must be different. No answers may be repeated from the previous round.

f) Once you have played the game several times, you can try to invent more questions. We will have to try to create questions that are not too difficult, and

we might have to allow time for preparation before the game, when the new questions can be studied and possible answers can be researched. In addition, if we are brave, we can try to add the continent of Antarctica to the game. To do this we will definitely need to research possible answers to our questions and write the answers down so we can study and practice them.

Lesson #3 - A precious cup of water

For this lesson we will give each person a small cup of pure water to put on his or her desk. Take a look at the water in your cup. This water we use every day for drinking, for washing ourselves and our clothes, for cleaning our cars, and for thousands of other things. We turn on our faucets every day and the water comes out. We never think about where our water comes from. We never worry that our water is not clean.

But for hundreds of millions of people around the world, this little cup of pure water is something they have never seen or had. Many people have no water near to them at all! They have to walk long distances to get to a well, a river or a lake, and then carry the water back to their homes. Many other people in the world have to drink and use water that is filled with bacteria or chemicals, because the water is polluted and they have no way to clean it. When people drink water that has bacteria they can get very sick. One of the most common illnesses from unclean water is diarrhea or dysentery, which hundreds of thousands of people die from every year. Drinking water with toxic chemicals causes other diseases such as cancer.

We can help the world water situation by learning more about it, so we will really understand why it is important to find solutions to the world problem. We can also help by telling other people who may not know how bad the situation is. Then, together, we can work on solutions. In the meantime, we can try to conserve water in our own homes and communities. If we save water in our own homes and communities, there will be more fresh water available that we could use in other ways or somehow give to those who need it. Also, when we save water we save the energy and money it takes to store, transport, and purify the water. The energy and money we save could also be used in other ways. Most importantly, every day when we take a drink or wash with our pure water we can be grateful for the precious resource that we have and we can be mindful that so many others in our world suffer without it.

Note: A great book to read along with this activity is *Tip and Tap* by Nane Anaan, the wife of the current Secretary-General of the UN.

Lesson #4 - Geography week

For this lesson we will bring in as many maps and globes from home as we can find. It does not matter if the maps and globes are old or new. If we have older ones it will make our project more interesting, and if we can find very old ones it will be especially fascinating. It will be helpful if everyone labels their maps and globes with their names written on a small piece of tape and put somewhere on the back of the map or on the base of the globe.

a) On Day One, we will gather all of the maps and globes that have been brought in. We will sort them according to their age in three categories: Maps and globes that are less than ten years old; maps and globes that are between ten and twenty years old; and maps and globes that are older than twenty-five years old. If anybody brings in very old maps we can create a fourth category for maps that are older than one hundred years old.

b) Once the maps and globes are sorted by their age, we can begin to sort them according to type of map or globe. Some of them are geographic or cultural maps. They show the different countries of the world. Other maps are geological or topographical. These show different geological formations on the earth. Other kinds of maps might show the forests and deserts of the world, the types of animals that live in the world, or other information.

c) We will decide where and how we are going to display all of our maps and globes. We can display them according to the different types of maps. Then we can label the maps according to their types and their age.

d) There are quite a number of activities we can do with our maps and globes. Here are a few of them:

- Find the latitude and longitude lines on the maps and globes. Find the equator on the same maps.
- If you want a special challenge, decide on a point on the map or globe and identify its latitude and longitude. Tell it to the others so they can try to find it on one of the globes or maps.
- Find the mountains and bodies of water on the geological or topographical maps and compare how they are shown on the different maps.
- Find some countries on the geographic or cultural maps and compare

how they are shown on the different maps. Also compare the differences between the countries that are shown on maps of various ages. On newer maps countries that once existed may not be there any more or they may have different names.

e) We can then invite other students in the school or our parents to come and view our display. We can arrange tour guides who can show them around and explain the different maps

Lesson #5 - Population math

In this lesson we will do some math activities to find out the projected growth in the world's population every ten years. Begin with the current population. The population as of the writing of this book (2005) is indicated below. Then subtract the current population from the projected population in the year 2010. The difference that you end up with is the increase in population in those ten years. Repeat the process for each block of ten years. Then make a chart of the results of your math work. For each ten-year marker, show the amount that the population will have increased. At the bottom you can also add a line to show the total increase in the population over all. You can get this number by adding up all of the increases for the other years. Good luck!

The current human population of planet earth population is 6,457,541,344 people.
The population in 2010 will be: 6,825,750,456
The population in 2020 will be: 7,563,094,182
The population in 2030 will be: 8,206,457,382
The population in 2040 will be: 8,759,140,657
The population in 2050 will be: 9,224,375,956

Lesson #6 - World hunger statistics

About two billion children from ages 0 to 19 years old are in the world. Two billion means two thousand millions. We will use the chart below to create fractions that show the different challenges facing many of the children on the world. For example, two billion will be the denominator (the bottom number) in all of the fractions we create because it is the total amount of children in the world. The numerator (the top number) in each fraction will be different according to which information from the chart you are using.

Once you have created the fraction by writing the numerator and the denominator, we will learn and practice how to simplify the fraction so it will be easier to understand and to discuss. We can simplify the fraction by first crossing

out the same number of zeroes from the numerator as we cross out in the denominator. The number of zeroes we cross out has to be the same on the top and the bottom. Once we have eliminated all the possible zeroes, we can see if our fraction can be divided by the same number (for example, two, or five) on both the top and the bottom. If it can be divided, we can simplify our fraction this way.

- 640 million children do not have adequate shelter
- 500 million children have no access to sanitation
- 400 million children do not have access to safe water
- 300 million children lack access to information
- 270 million children have no access to health care services
- 140 million children have never been to school
- 90 million children are starving or severely food-deprived

Lesson #7- Figuring out how fast the world's population is increasing

According to the United States Census Bureau, as of August 1, 2005 the world's population is 6,457,541,344 people. According to the World Census Bureau, four people are born in the world every second and two people die every second. That means that the world's population is increasing by about two people every second. At this rate calculate the increase in the number of people on planet earth:

- a) Every day
- b) Every week
- c) Every month
- d) Every year
- e) Every ten years

Lesson #8 - Organizations

Now let's find out more about some organizations that try to improve the world situation by focusing on some of the challenges we mentioned in this chapter, such as population, world hunger, health, medicine, water, and similar issues. Choose one of the organizations below and find out more about it. Then write down some basic information about the organization. Each student will give an oral report as time allows. We can also gather all of our mini-reports and make them into a book that we can copy, so everyone has our collection of information on these important organizations. If time allows, we will write to the organization

that we researched and ask them to send us information about the work they do. Here is a list of organizations/websites:

Organizations:

- World Food Programme
- Unicef
- Bread for the World
- Doctors Without Borders
- Oxfam International

World Hunger Websites:

www.careusa.org
www.fighthunger.org
www.worldvision.org
FeedTheChildren.org
www.fighthunger.org
unicefusa.org
Results.org
www.thehungersite.com
www.worldhunger.org
www.bread.org

World Population Websites:

www.npg.org/facts
www.populationworld.com
www.enviroalternatives.com
www.netscrap.com
www.populationaction.org
www.didyouknow.cd/billions
www.populationaction.org
www.popconnect.org

Water Websites:

www.unesco.org/water
www.world.water-forum3.com
www.worldwaterday
www.worldwater.org
www.worldwatercouncil.org
www.wef.org

Note: There are many other organizations that work to help with the issues discussed in this chapter. You can add to the list and see how many organizations you can find and learn about.

Discussion Questions:

- a) Dag Hammarskjöld's parents had a strong and positive influence on him. In *Markings*, he wrote: "From generations of soldiers and government officials on my father's side I inherited a belief that no life was more satisfactory than one of selfless service to your country – or humanity. This service required a sacrifice of personal interests, but likewise, the courage to stand up unflinchingly for your convictions. From scholars and clergymen on my mother's side, I inherited a belief that, in the very radical sense of the Gospels, all men are equal as children of God, and should be met and treated by us as our masters in God."
- b) Read the chapter quotation by Dorothea Dix. Give examples of what you think Dorothea might have meant by "so much to be done" in the world. Dorothea also said she felt strongly that there must be something significant for her to do in the world. Is there something for the world that you feel you would like to do?
- c) Read the quotation by Thomas Paine above. How could the world be Thomas Paine's country?
- d) Norman Vincent Peale said, "Change your thoughts and you change your world." Discuss what he might have meant by this and see if you can connect the meaning of this statement with any other things you have learned in the lessons in this book.

Supplemental Activities:

- For one week keep a journal like the one Dag Hammarskjöld kept – call it: Conversations with Myself.
- Make a world map showing some of the countries in which Dag helped to solve problems and crises. Label the countries, and don't forget also to show the Suez Canal!
- "Dag Hammarskjöld was a great man, a good heart, a soulful life, a possessor of perfect vision light. His life proved that the mind's brilliance and the heart's oneness can and do go together." –Sri Chinmoy

Use this quotation about Dag Hammarskjöld as a launching pad for a discussion about of his unique life and accomplishments. Write your reflections or draw a picture about the part of his life that sticks in your mind as meaningful.



Chapter Seventeen

Learning From the Past and Making a Better Future

Chapter Inspiration:

“For most of history,
Anonymous was a woman.” –Virginia Woolf

“Why is it called history and not herstory?” –Riane Eisler

“Some people make headlines while others make history.” –Philip Elmer-DeWitt

“Better late than never.” –Titus Livius

“History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity.” –Cicero

“History is a voice forever sounding across the centuries the laws of right and wrong. Opinions alter, manners change, creeds rise and fall, but the moral law is written on the tablets of eternity.” –James A. Forude

“History teaches that wars begin when governments believe the price of aggression is cheap.” –Ronald Reagan

“History repeats itself. That’s one of the things wrong with history.” –Clarence Darrow

“Not the power to conquer others, but the power to become one with others is the ultimate power.” –Sri Chinmoy

“We learn from history that we do not learn from history.” –Georg Friedrich Wilhelm Hegel

“This is our opportunity to grab the moment and say, ‘Let me extract out of it all that I can.’ For here is real history in the making. The passage of each moment is real history in the making.” –Prem Rawat

“It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.” –Robert F. Kennedy, South Africa 1966

“History, although sometimes made up of the few acts of the great, is more often shaped by the many acts of the small.” – Mark Yost

Chapter Story:

Mother Teresa was born in Skopje, Macedonia on August 27, 1910. Her parents were Albanian. Her name was Agnes Gonxha Bojaxhiu. She took the name of Mother Teresa later in her life, when she committed herself to life as a Catholic nun.

At the age of 12, Mother Teresa started to have spiritual or religious experiences. In her prayers she felt she was talking to God and she felt that God was guiding her. She started to feel strongly that she would like to do something very special in her life. She was brought up in the Catholic religion and her main inspiration was Jesus Christ. She felt that Jesus was a perfect example for how to live her life – a life of helping and giving to others. She knew she had to be a missionary, to spread the love of Christ. At age 18, Mother Teresa left her parents’ home and joined the Sisters of Loreto, an Irish community of nuns with missions in India.

After a short period of training, she was sent to India, where, on May 24, 1931, she took her initial vows as a nun. Vows are the promises or the commitments a woman makes when she becomes a nun. From 1931-1948 Mother Teresa taught at St. Mary’s High School in Calcutta. During this time, the suffering and poverty she saw outside the convent school made a deep impression on her. She couldn’t believe how poor and how sick people on the streets of Calcutta were. Even worse was that it seemed nobody was caring for them. On the street people would just walk by, as if they didn’t even see those who were lying on the side too weak to get up or help themselves. She wondered what she could do to help them. She could not bear to watch them each day and to do nothing.

Mother Teresa finally received an answer to her prayers and her questions. On a train ride from Calcutta to Darjeeling, India on September 10, 1946 she had a vision: She could form a new order of nuns with the mission of helping the poor, sick and needy. Since nobody else was doing it, she would do it, and in her vision she saw others coming to help her. Mother Teresa asked permission from her superiors to leave the convent school and devote herself to working among

the poorest of the poor in the slums of Calcutta. She had no money, but she had a strong belief that God would help her. She started an open-air school for slum children. Soon volunteer helpers came to help because they were inspired. Other people who had enough money made donations to help Mother Teresa. Because of the help she received, Mother Teresa was able to expand her work.

On October 7, 1950, Mother Teresa got permission from the pope to start her own order of nuns - the Missionaries of Charity. Its main task was to love and care for those people whom nobody else could or would care for. Soon Mother Teresa opened her first home for the destitute and dying, in Calcutta, with a staff of 12 nuns, including Mother Teresa herself. Over time, Mother Teresa's mission spread and spread. Some nuns or sisters who wanted to follow her inspiration wanted to focus mostly on prayer and meditation. For them Mother Teresa established a Contemplative Branch of her order. Others wanted to work directly with the needy and for them Mother Teresa established the Active Branch of her order. In addition, men wanted to join the order and to follow Mother Teresa's leadership. Mother Teresa established Contemplative and Active Branches of her order for men or brothers. Eventually Mother Teresa established a branch for priests. She also encouraged married couples to help in the mission as well. Mother Teresa believed everyone could work together! It was a big job to create better conditions for destitute people all over the world. All of the Branches together were called the Society of Missionaries. Over time, they spread all over the world.

Mother Teresa's Society of Missionaries provides help to the poorest of the poor in a number of countries in Asia, Africa, Latin America, Russia and Eastern Europe. The order consists of over 4,500 nuns and is active in 133 countries. In addition, there are more than one million co-workers who help the mission in a wide variety of ways. They undertake relief work after natural catastrophes such as floods, epidemics, and famine and also help with refugees. The order also has houses in North America, Europe and Australia where they take care of shut-ins, alcoholics, homeless people, and AIDS sufferers.

Mother Teresa's work has been recognized and acclaimed throughout the world. During her lifetime, she received a number of awards and distinctions, including the Pope John XXIII Peace Prize (1971) and the Nehru Prize for promotion of international peace and understanding (1972). She received the Nobel Peace Prize in 1979. Mother Teresa died on September 5, 1997, but her mission is strong and continues to grow. Mother Teresa proved that one person could change the world. So many people continue to be inspired by her work and her life, that her mission continues to expand to more and more countries around the world.

Before Mother Teresa, the poorest of the poor, and the very sick, in India and in so many other places, had no hope, no love, and no care. Because Mother Teresa provided food and medical care, and would sit with them and hold their

hands, talk to them, and look into their eyes with the love of her heart, the poor and the sick people not only got physical help, but also they did not feel so lonely and depressed. They felt that someone cared about them, and that their lives were meaningful and important. Mother Teresa taught all of her followers how to love and care for people in this way.

Before Mother Teresa began her work, most people who had money and a good life in India did not know how to help poor people. It seemed like too big of a job and nobody knew where to start. Sometimes, people didn't even want to think about the poor, because their situation was so sad and desperate. Mother Teresa changed all of that. She believed that it was our duty as fellow human beings not to forget those who are less fortunate than we are. Because of Mother Teresa's positive attitude towards those who were poor, sick, or dying, the attitudes of others started to change as well. Today, because of Mother Teresa, we know that doing something to help, even something small, is much better than doing nothing at all. Mother Teresa was just one person, yet she affected millions of people by the way she lived her life.

Chapter Overview:

History is the written story of life on earth. Sometimes the story of history begins with the beginning of the universe, sometimes it begins with the creation of the earth, and sometimes it begins with the development of life on earth. The story of history can also begin with the first humans that appeared on earth. It all depends on which story you want to read or tell. It also depends on when you want the story to begin and how long you want it to be.

History has many different versions. There is not just one history. In fact there are thousands and thousands of history books. Each story is different, depending upon who is telling the story and what part of the story they are telling. So how do we know which story is true? Well, one way is that we can rely on the evidence discovered by scientists such as paleontologists, geologists, archeologists, anthropologists, historians, and others. We can look at the things these scientists have discovered and then try to decide what those discoveries mean.

The history of human beings on earth is very long. The first human-like creatures appeared on earth millions of years ago. The earliest humans were not that much different from apes. Gradually, over a long period of time, humans learned how to use tools, make fire, and defend themselves against wild animals. About 50,000 years ago, human beings made an enormous leap in evolution. This was the time of human beings that we now call Cro-Magnon. The Cro-Magnon people were the first people to look like modern human beings. They were also the first to make clothes, to create art, to use metal for tools, to think about abstract things like heaven or the after-life, and to do many other new things.

Another great leap in human history occurred six to eight thousand years ago, when human beings first organized into large communities – sometimes called city-states. In this time, people learned how to domesticate animals, grow crops, build common defenses, transport water, make jewelry, travel long distances, use boats, roll things on wheels, create written language, trade with others, make laws, have ceremonies and celebrations, and do many, many other new things. This is the era in which the life of human beings started to resemble human life as we know it. During this time, human beings had to learn how to cooperate, to share information, and to form creative solutions to problems. It was a very important period in human development.

From this period of about eight thousand years ago, until today, human beings have gone through tremendous changes. First, human beings were telling their stories, orally, but then, about five thousand years ago, written language was invented. Human beings started writing down their stories, and written history was born. During this time period, human beings developed different languages, the arts, philosophy, architecture, religion, government, agriculture, warfare, many modes of travel, different sources of energy, and all kinds of other things. As the human population grew and humans traveled from one part of the planet to the other, people had to face many challenges: how to share land and food, how to live peacefully together, how to accept and respect each other's differences, and how to care for those who are sick or needy. The human race has made tremendous progress over these last eight thousand years, but we are still learning how to best meet these basic challenges. We are still learning tolerance, respect, peacefulness, conflict resolution, cooperation, creative problem solving, sharing, and compassion.

Sometimes, when history is written, it seems like human beings are always acting badly – being mean or hurting each other, getting into fights and war constantly. When we read this kind of history, it seems as if human beings have always been the same, as if they haven't changed or improved at all over the centuries. Looking at history this way, for example, it seems that war is always going to happen – that war is the only way human beings know how to solve problems.

But that is only one way of looking at history. The other way to look at history is to see that human beings are constantly learning, changing, evolving and improving. To look at history this way, we have to pay close attention to the little changes and improvements in human culture throughout the ages. We also have to learn more about the human beings who have helped humanity to move forward and make progress. Instead of focusing on the wars and the bad things in history we have to celebrate the positive achievements of human beings. Then we can begin to see properly where we have come from and where we might be going as a human family on planet earth.

Chapter Lessons:

Lesson #1 - Make a chart of inventions

In this lesson we will make a chart of the significant inventions in history. Our chart will have three parts: one column will be for ‘Good Inventions’; one column will be for ‘Bad Inventions’; and one column will be for ‘In-Between Inventions’. Good inventions are things that have been good for human beings and have had only a positive impact. Bad inventions are things that have not been good for human beings and have had mostly a negative impact. In-between inventions are inventions that have been somewhat good and somewhat bad.

We will break up into groups of 3-5 people. Each group will discuss the inventions one at a time for a short time. Then the group will vote on which column to put the invention in. Once you have voted, write the invention in the column based upon your group’s vote. The list of inventions is below. Your group can add inventions to the list if you have enough time. We will discuss each group's voting results once we are finished.

Inventions by Human Beings Throughout History:

- the wheel
- the arch
- gunpowder
- chemical fertilizer
- dams to block rivers
- chemical pesticides
- preservatives for food
- the Frisbee
- the beach ball
- the bicycle
- the rifle
- rubber tires
- the drill
- the saw
- the sail boat
- the airplane
- the hamburger
- Fruit Loops
- the gasoline engine
- asphalt
- neon lights
- nuclear reactors
- hydrogen and atom bombs
- the television
- the oil-burning furnace
- solar power
- the antennae
- the thermometer
- Crackerjacks
- penicillin/antibiotics
- the X-ray machine
- the telephone
- the motor boat
- the rocket engine
- the fur coat
- refined sugar

- Pasteurizing machines
- electricity
- water and sewer pipe systems
- audio recording devices
- the printing press
- cement
- plastic
- Styrofoam
- the stop sign
- money
- the process of genetic engineering of living things
- the refrigerator
- light bulbs
- the CD player
- writing
- the radio
- steel
- cardboard
- the window
- the skyscraper

Lesson #2 - The great ideas of history

It is hard for us to imagine a world without art or music or democracy or conflict resolution. These great ideas have become very important parts of our lives. They help us to live in peace, to share, to enjoy ourselves, and to plan for future generations. Yet there was a time when these ideas did not exist. Someone, once upon a time, had to create each one of them. Choose one of the great ideas of humanity below and try to imagine how it might have first come to be. First draw a picture or write a story about this imaginary beginning. Then we will share our stories and drawings. We will select a few of the stories to turn into skits showing our imaginary version of how some of these great ideas came to be.

- music
- art
- dance
- drama
- democracy
- conflict resolution
- tolerance
- compassion
- peace treaties
- speed limits
- recycling
- prayer
- meditation
- story telling
- myths and beliefs
- friendship
- cooperation
- fairness
- sharing
- laws

Lesson #3 - The time machine

Close your eyes and imagine you have a time machine. In this time machine you can travel back in time as far as you want to. You can go back to the

time of the dinosaurs, the time of Neanderthal people, the time of an ancient civilization, the time of the knights in armor, the time of Shakespeare, or any other time. Imagine yourself going back in time to a certain point in history to meet somebody special, to help somebody, to do something special, to change the course of history, or to stop something from happening. Where would you like to go? What would you like to do? Imagine yourself at that point in time. What was it like back then? How was it different from today? Imagine yourself going back in time, and doing the special thing you want to do. Later, after we open our eyes, we will draw a picture of ourselves going back in time. In your picture try to show yourself and the place you are in. Make sure you draw something that shows the time you went back to. After we do our drawings we will share about which point in history we went back to.

Lesson #4 - Important people in human history

Millions of people in history have helped humanity move forward and make progress in small and big ways. Certain individuals have made very important contributions to human history. They have created ideas or inventions that changed the course of human history in very positive ways. A few of them are listed below along with their accomplishments. Choose one person from the list that you would like to learn more about. Use the following outline to answer and write down some important information about the person you have chosen.

- a) Write the person's full name.
- b) When did the person live?
- c) Where did the person live?
- d) What was the person's main accomplishment or achievement?
- e) Did the person's accomplishments inspire others? If yes, what kinds of organizations, movements, or institutions, traditions, or ideas were started due to the inspiration of this person? Give some details, including whether the organization, tradition, or ideas are still happening today.
- f) Write down any famous or interesting quotations from the person that explain their philosophy or express their unique spirit.
- g) Write down any other interesting facts about this person that you would like to remember or share with others.

h) After doing your research and writing your answers, make either a drawing of your person or a map of where they lived or traveled.

i) We will choose a day on which we will each dress as the character we have studied. In costume, the characters will make a short speech about who they are, when and where they lived, and what their main accomplishments were. If possible we can make a video of our presentations. Here is the list of names you can choose from, grouped according to the different fields of achievement.

Spiritual Teachers and Philosophers:

Buddha	Hildegard of Bingen
Jesus Christ	St. Teresa of Avila
St. Francis of Assisi	Socrates
Mirabai	Mother Teresa
Lao Tzu	Moses
Confucius	Muhammad
Guru Nanak	Hypatia of Alexandria
Mary Wollstonecraft	Christina of Sweden
Henry David Thoreau	Elizabeth Palmer Peabody
Ralph Waldo Emerson	Riane Eisler

Artists, Musicians, Writers, Athletes:

Mozart	Marian Anderson
Charlie Chaplin	Louisa May Alcott
Enheduanna	Rachel Carson
Isadora Duncan	Muhammad Ali
Wilma Rudolph	Jim Thorpe
Phyllis Wheatley	Harriet Beecher Stowe
Georgia O'Keefe	William Shakespeare
Emily Dickinson	Claude Monet
Michelangelo	Leonardo Da Vinci
Goethe	Leo Tolstoy

Inventors, Scientists, and Doctors:

Thomas Edison	Luis Pasteur
Margaret Meade	Marie Curie
Albert Einstein	Aglaonike
Barbapiccola	Gargi
Herrad	Hipparchia
Pan Chao	Maria Mitchell
Beatrix Potter	Florence Nightingale
Shi Dun	Marija Gimbutas
Alessandra Giliani	Elizabeth Blackwell
Benjamin Banneker	Clara Barton

Politicians and Leaders:

Abraham Lincoln	Frederick Douglas
Harriet Tubman	Sojourner Truth
Eleanor of Aquitaine	Joan of Arc
Nur Jahan	Hammurabi
Queen Sondok	Empress Wu Zetian
Akbar	Rosa Parks
Jane Addams	Abigail Adams
Eleanor Roosevelt	Madame C.J. Walker
Isabel Allende	Domitilia Barrios
Winston Churchill	Nelson Mandela

Adventurers and Explorers:

Yuri Gagarin	Sally Ride
Ashrita Furman	Sacagawea
Sir Edmund Hillary	Amelia Earhardt
Neil Armstrong	Matthew Henson
Jacques Cousteau	Earnest Shackleton
William Clark	Meriwether Lewis
Annie Oakley	Charles Lindbergh
Bert Hinkler	Ruth Nichols
Suprabha Beckjord	Marco Polo
Ferdinand Magellan	Valentina Grizodubova

Lesson #5 - Imagine our future world

Let's close our eyes for a few minutes and think about some things. Our world today is very different from the way it was five thousand, fifty thousand, or five hundred thousand years ago. Human beings today are also very different from how they were in times past. In the distant future, as evolution continues, what will the earth be like? As human beings continue to learn from their mistakes and to change, what will human beings be like? Will they look different? Will they act differently towards each other? Will they solve conflicts in a more peaceful way? How will they solve the most difficult problems – such as war, poverty, and pollution? Spend a little time imagining this future world. Then we will hear from everybody about what they imagined. We will write a little bit of each person's vision on the board in front of the room. Then we will make a story or a group collage using elements of everyone's vision combined.

Lesson #6 - Some of the things that changed history

• Certain crops, products and natural resources have played a major role in human evolution. Research the history of one of the items below and write a short summary about the importance of this product or natural resource in history and the impact of this product on humanity. Remember that the impact of the product can be positive or negative or sometimes both. Here is the list of products and natural resources:

- bronze
- iron
- tin
- silver
- tea
- sugar
- corn
- rice
- rum
- salt
- pepper
- coal
- gems
- copper
- steel
- gold
- fur
- coffee
- wheat
- cotton
- chocolate
- tobacco
- cinnamon
- rubber
- petroleum
- wood

Discussion Questions:

- a) Clarence Darrow said, “History repeats itself. That’s one of the things wrong with history.” Georg Hegel said, “We learn from history that we do not learn from history.” These are both somewhat pessimistic ways of looking at history. In this chapter and in this book we are discovering that people do learn from history, even though it might seem we are learning slowly. The more we study history and understand the mistakes of the past, the faster humanity can progress. Each time we can avoid the mistakes of the past and make positive changes we can move evolution forward. As Titus Livius said, “Better late than never.” In other words, it is never too late to try to do something good and to try to create progressive changes. Discuss these quotes in light of the challenge and importance of keeping a positive attitude as we think about history and actively make history.
- b) The first two quotations above are about the place of women in history. Of course, women have made just as many positive contributions to the world as men have. However, most traditional history books talk much more about men than women. Can you think of some reasons why this might be?
- c) Discuss what you think was the turning point in Mother Teresa’s life. What was the one thing that changed the direction of her life and placed her on the path towards her great achievements? There might be more than one answer!

Supplemental Activities:

- Choose any of the lessons above and make a crossword, acrostic, or word-find puzzle using the words or names in that lesson. Photocopy the puzzles and give them out for the rest the class to solve. Make sure you draw and write your puzzles neatly and clearly if you want others to be able to enjoy them - or better yet type your puzzles. Don’t forget to include a title or a heading and instructions for your puzzle. Good luck and have fun!
- Older students are emotionally and intellectually prepared to engage some of the more disturbing ‘mistakes’ of humanity. These things are very painful and upsetting to learn about, but the best way, and perhaps the only way, for human beings not to repeat the mistakes of the past is to face them, learn about them, and ask what caused them to happen. Once we know the source of these mistakes – the main things that caused them – then we will be empowered to change things so that the causes of the mistakes cease to exist.

Choose one of the following terms. Write down the term and its definition and then research the term and write a brief description of one instance in history where this type of event or incident happened or one place in the world where it is still happening. Be sure to indicate the date, the place, and the culture, nation, race, or people that were affected.

Terms to choose from:

- torture
- genocide
- atom bomb
- epidemic
- Black Death
- apartheid
- execution
- ghetto
- internment camp
- political prisoner
- slavery
- famine
- AIDS
- world war
- concentration camp
- pogrom
- prejudice
- terrorism



Chapter Eighteen

The Government Is Us: Gaining the Skills of Active Citizenship

Chapter Inspiration:

“Human evolution is now at a crossroads. Stripped to its essentials the central human task is how to organize society to promote the survival of our species and the development of our unique potentials. A partnership society offers us a viable alternative.” –Riane Eisler

“Under a government which imprisons any (people) unjustly, the true place for a just man is in prison.” –Henry David Thoreau

“We must learn to work not just for our own individual self, family or nation, but for the benefit of all mankind.” –The Dalai Lama

“Government is too big and too important to be left to the politicians.”
–Chester Bowles

“As Mankind becomes more liberal, they (people) will be more apt to allow that all those who conduct themselves as worthy members of the community are equally entitled to the protections of civil government. I hope ever to see America among the foremost nations of justice and liberality.” –George Washington.

“I like to believe that people in the long run are going to do more to promote peace than our governments. Indeed I think that people want peace so much that one of these days governments had better get out of the way and let them have it.” –Dwight D. Eisenhower

“If we can all become good citizens of the world, then the face and fate of the world will change overnight.” –Sri Chinmoy

“The outward freedom that we shall attain will only be in exact proportion to the inward freedom to which we may have grown at a given moment. And if this is a correct view of freedom, our chief energy must be concentrated on achieving reform from within.” –Mahatma Gandhi

“Respect for the rights of others is peace.” –Benito Juarez

“The marvel of all history is the patience with which men and women submit to burdens unnecessarily laid upon them by their governments.” –William H. Borah

“We believe that an informed citizenry will act for life and not for death.” –Albert Einstein, *On Atomic Energy*

Chapter Story:

Nelson Mandela was born on June 18, 1918 in Transkei, South Africa. His father was Chief Henry Mandela of the Tembu Tribe. Being the son of a chief, Nelson heard his elders tell many stories of the bravery of his ancestors, who fought during the wars of resistance in defense of their fatherland, when South Africa was being attacked and colonized by Europeans in the past. Nelson dreamed of making his own contribution to the freedom struggle of his people. He was living in a country in which blacks did not have the same rights as whites. His country of South Africa had a policy of ‘apartheid’, which meant that blacks and whites by law had to live totally separate from each other. They couldn’t work, or even go to school, together. Under this system, whites lived a good life and had many privileges, but many blacks lived in terrible poverty and had to struggle to survive. When blacks tried to protest this unfair situation, they were put in jail and they were often beaten or even killed by soldiers of the white government.

Nelson Mandela was educated at University College of Fort Hare and the University of Witwatersrand and qualified in law in 1942. During his time at the university Nelson made his first courageous step in his long struggle to free his people. He organized 60 fellow students, who all belonged to an organization called the African National Congress, which was called the ANC, for short. Their goal was to make their organization a national movement for peace and justice. In speeches during this period, Nelson would say: “I detest racialism, because I regard it as a barbaric thing, whether it comes from a black man or a white man.” Nelson and his friends wanted to unite all the black people of South Africa – the working people in the towns, the peasants in the countryside, and the professionals, to work together for the attainment of equal rights. Nelson became an important leader of the African National Congress and he started participating in protests and resistance against the ruling National Party’s apartheid policies. The government was not pleased with this and it put Nelson on trial for treason in 1956. This was the first but not the last time Nelson would be put on trial. This time he was acquitted and set free.

Nelson’s movement gradually became stronger, and the government decided that it had to be stopped, so the government banned the African National

Congress in 1960. The government said that if people continued to protest that it would use violence to stop them. Nelson decided that in order to continue, the organization had to learn how to defend itself. The members of the ANC acquired, and learned how to use, weapons, in case government troops were to attack them. This made the government even more upset, and in 1962 Nelson was arrested and sentenced to five years of imprisonment with hard labor. Hard labor meant that every day the prisoners had to do very difficult work, such as break and haul stones and other extremely heavy tasks.

In 1963, many of Nelson's fellow leaders of the African National Congress were arrested. All of them, along with Nelson, were brought to trial and they were accused of plotting to overthrow the government by violence. On June 12, 1964, all of the accused, including Nelson, were sentenced to life imprisonment. Before being sent off to jail, Nelson made a speech. Here is part of what he said: *"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal, which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."* This speech soon became very famous.

From 1964 to 1982, he was incarcerated at Robben Island Prison, a maximum-security prison on a small island, seven kilometers off the coast of Cape Town, South Africa. After that, he was transferred to Pollsmoor Prison, nearby to Robben Island, on the mainland. In December, 1988, he was moved to the Victor Verster Prison, from where he was eventually released.

During his years at the university, Nelson's greatest pleasure was watching the sunset while listening to the music of Handel or Tchaikovsky. These had been his happiest moments, the times when he could meditate and reflect on his life and just be content. Now, in prison, he did not ever have the chance to do his favorite thing. Locked up in jail, he had to live without this and without every other comfort of home for twenty-seven more years! Whenever possible, Nelson would organize musical concerts with his fellow prisoners, especially at Christmas time, when they would sing. They didn't know if things would ever change. They didn't know if they would ever be released from prison, but they sang anyway.

Over the years, more and more people around the world heard about Nelson Mandela. They would read the brave and beautiful speech he made in court before going to jail, and they would make copies and give it to others. Slowly but surely people around the world organized protests to make the government of South Africa set Nelson Mandela free. Citizens of different countries told their governments not to talk to South Africa or do business with its government until things changed. Nelson became not only the most significant black leader in South Africa, but also one of the most important leaders in the world. His courage

and determination inspired many others. He became a powerful symbol of resistance around the world, and the anti-apartheid movement continued to gather strength.

As the South African government came under more and more pressure from governments all over the world, it tried to offer Nelson compromises. For example, they told him they would set him free if he would just go into the countryside and not protest against apartheid any more. Each time he was offered a compromise, Nelson refused, because he felt if he accepted such a proposal he would be betraying his people, who were still living in such bad and unfair conditions. Finally the government gave up, and Nelson was released from prison on February 18, 1990. There were great celebrations in South Africa and around the world.

After his release, Nelson did not just take a vacation. There was so much work to do! He started working immediately to take the next steps towards finally stopping apartheid, and achieving equal opportunity and justice for the blacks of South Africa. These were the same goals he had started striving for almost 40 years earlier, and he was not going to rest until they were achieved. In 1991, the ANC was allowed to have a national conference for the first time since 1960. Nelson Mandela was elected president of the African National Congress, while his lifelong friend and colleague, Oliver Tambo, became the organization's National Chairperson. In 1993 Nelson received the Nobel Peace Prize. When he accepted the prize, Nelson said he was accepting it on behalf of all South Africans, from the ancestors to the present day, who suffered and sacrificed so much to bring peace to their land. He also said the award was a tribute to the people of Norway, who stood against apartheid while many in the world were silent. After receiving the Nobel Prize, Nelson was so famous around the world that he and his friends would never again have to worry about being put in jail.

On May 10, 1994, an amazing thing happened! Nelson Mandela became the first democratically-elected President of South Africa. Nelson had become the President of the country that had kept him in prison for 27 years. He remained President of South Africa until June, 1999. During this time, Nelson worked very hard to create better conditions for blacks and to create equality between blacks and whites. He received many other awards, including honorary degrees from more than 50 universities in many parts of the world. Nelson Mandela retired from public life in June 1999, at the age of 81.

He currently resides in his birthplace - Qunu, Transkei. Even before being sent to jail, Nelson was a good athlete who practiced regular exercise and a healthy diet. During his many years in jail, he stayed very physically fit. Still today Nelson Mandela is up by 4:30 AM, no matter how late he has worked the previous evening. By 5:00 AM he has begun his exercise routine, that lasts for an hour. Breakfast is by 6:30. After reading the world's newspapers, his workday begins.

Nelson Mandela has never wavered in his devotion to democracy, equality and learning. Even though he was treated in the most terrible and unfair way, he never answered racism with racism. His life has been an inspiration, in South Africa and throughout the world, to all who are oppressed and deprived. Nelson Mandela proved that one exceptional person can be more powerful than the government, when that one person is right and the government is wrong. His life shows us that we are the ones who are the government. The government is the people – all of the people. The government cannot exist separate from the people.

Chapter Overview:

Government and citizenship are two things that go hand in hand. There have been many different kinds of governments throughout human history. In general, governments have evolved and changed, just as human beings have evolved and changed. Several thousand years ago, when human beings were first forming into organized societies, the head of the government was often a military leader or a king. The laws were usually enforced by soldiers who obeyed the leader. Individual citizens had to obey the leader completely or risk severe punishment. Sometimes the leaders were good people who were very kind to their subjects, but there was no guarantee of this.

As governments evolved over the ages, the ideas and opinions of individual citizens became more and more important. The ancient Greeks were the first ones to come up with the idea of democracy, as far as historians can tell. However, at this time, you could only vote if you were a citizen. A citizen was defined as a white man who was born in a certain part of Greece, and who owned property. Women, people who did not own land, and individuals born in other places, could not vote. Nevertheless this was the beginning of democracy.

In the Middle Ages, most governments were still monarchies, dictatorships, or oligarchies. Then a very important event happened in 1689 in England. That is when all of the important landowners of England, called Lords, gathered together and made an agreement with the King of England, that no laws could be passed without their approval. The document of agreement that they created was called the Magna Carta, and it is one of the most famous documents in the world. It was the first time in history that a king agreed to share power with another group of leaders in a cooperative way for the benefit of all the people in the society.

The 1700's brought many new ideas in science, philosophy and politics. Human beings were now exploring the whole globe and discovering what a vast and diverse place planet earth really was. Human beings began to realize that there were lots of different cultures in the world and many different ways of thinking. Governments changed again and began to allow citizens to express more of their own ideas. In 1776, the United States was born. This was the first country

established completely on democratic principles. The United States had to fight a war to become free from England, but once it did, it created a society in which the President, and the members of the House of Representatives and the Senate, were elected completely by the people. The American system also included a judicial branch – a system of courts presided over by judges – in order to be a balance to the power of the President and the Congress.

In the form of democracy started by the United States, the citizens had more power than citizens had had in any other country before. Shortly after the country was founded, the leaders drafted the Bill of Rights, which outlines the rights of the citizens. However, Americans were allowed to keep slaves until 1865, and the way the Native people of America were treated was very bad. For over 100 years after America was founded, women did not have the right to vote, and, until the end of the Civil War, black people could not vote. Nevertheless, in spite of these weaknesses, the United States became an important inspiration to people around the world, and over the decades many other countries decided to have democratic governments in which individual citizens had the right to choose their leaders and their laws.

On October 24, 1945, the world took another big step forward when the United Nations was formed. The United Nations was established so that countries could cooperate for the benefit of all people on the planet. On December 10, 1948, the United Nations adopted the Universal Declaration of Human Rights – an agreement by all member countries about the rights that all people in the world should have, no matter where they live and what government they have. Today, unfortunately, there are still many, many people in the world who don't enjoy the rights outlined in this document, so all of us still have lots of work ahead to make this goal a reality – so all citizens everywhere have the same freedoms and privileges.

Being a citizen of a democracy and a citizen of the world does not just mean that you get certain rights and privileges. Being a citizen means also that you have responsibilities. You have the responsibility to pay attention to what is going on in the government, to communicate with the leaders who are elected, and to vote when elections are being held. Citizens have a very important job in a democracy, because they are the ones who allow the leaders to make the decisions. If the citizens become lazy and do not pay attention, then the leaders might do things that are not good. And if the citizens do not participate in the elections and exercise their right to vote, then bad leaders will not be replaced and the society will not improve and may even come into danger. As human beings and governments continue to evolve, the role of the citizen becomes more and more important. As countries across the world work together more and more, the citizens of the countries will get to know each other better and learn to cooperate even more for the benefit of all.

Chapter Lessons:

Lesson #1 - Types of government

Government is the way a group of people or a society organizes itself. It is the laws they create to keep order and peace in the society. It means how they choose their leaders and what type of power those leaders will have. There have been many types of governments throughout the course of human history. Here are a few of the basic types of government:

A *theocracy* is a government that is ruled by religious leaders. Such a government usually has laws that come directly from a religious book or doctrine. In a theocracy the individual citizen has limited rights. As long as the citizen follows the strict code of religious law, then he or she is fine. But if a citizen speaks out with an opinion different from the religious law, the citizen could get in trouble. Theocracies were common in the Middle Ages. Today there are a number of theocracies – such as in places like Algeria, where the laws are based on the religion of Islam.

A *dictatorship* is a government ruled by one person. That person has absolute power, which means he controls all the other parts of the government as well as the laws. The head of a dictatorship is called a dictator. If a dictator does not like a law he or she can get rid of it or make a new one without anyone else's consent. A dictator is not elected by voting. He/she usually comes into power by use of violence and stays in power by force and threats. If anyone disagrees with the dictator, the dictator can just throw that person in jail. There are quite a number of dictatorships still in the world, such as in Myanmar.

An *oligarchy* is very much like a dictatorship except that instead of just one leader, there is a very small group of leaders who are like a team of dictators. An oligarchy is very difficult to change if you don't like the leaders. As in a dictatorship, the oligarchy has control of the army and the police. If anyone tries to organize a protest, the oligarchy can use force to stop, imprison, or even kill the protesters.

A *monarchy* is a government ruled by a king or queen. The king/queen is not elected by voting. He or she comes into power because they are born into a royal family – a family that included the past king or queen. The power of the monarchy is passed down from generation to generation. In a monarchy, the common people do not have any say on who will be their leader. They just have to accept the rule and the decisions of the king or queen. If the king or queen is a good person, then the people might be treated well, but if the king or queen is greedy, they may keep the wealth of the kingdom to themselves and do little to help the common citizens. In a monarchy the common citizen does not have many rights, though the citizens are usually protected by soldiers of the king or

queen if the society is attacked. There have been many monarchies throughout human history. Today there are still kings and queens in some countries, for example, Great Britain, but usually they are ceremonial leaders. In other words, they are leaders of their country mostly in name only, while their country also has a president or prime minister, who is elected by the people and who has much more real power than they do.

Communism is the system in which the government owns all the property in the society. The government, or state, plans and controls the economy – the flow of money. A single person often holds the power, and usually that leader is not elected by the citizens, but rather appointed by a small group of leaders who are already in power. The idea of communism is that there should be no poverty and that all the property and money in the nation should be shared equally by all the citizens. Communism has been tried in quite a few countries but it has not ever been successful in reaching its ideal goal. Sometimes communist leaders have acted like dictators. In a communist society the individual citizen has limited rights, but usually this does not include the right to own lots of property or to become wealthy. Also, if a communist leader becomes a dictator, then the common citizen may not be allowed to speak his/her opinions or to disagree with the leader.

Democracy is government by people's choice. The head of the government is selected by vote of the people. He/she can be called a president, a prime minister, or sometimes by other names. Usually, a democracy has another group of leaders also, who work together with the head of the government to make the laws and to lead the society. They are called the congress, the parliament, or sometimes by other names such as the 'House of Commons' in England or the 'Duma' in Russia. This group of leaders is also elected, and they usually come from all the different states or provinces of the land, so that people in every part of the country have a voice in the government. In a democracy the common people have the real power, because they can change the president or the members of congress if they are not pleased with them, provided a majority of citizens vote the same way. In a democracy, the rights of the individual citizen are very important, and so is the idea that every citizen is equal. If a citizen wants to speak his opinion or to protest against the government, he is supposed to be allowed to do it. Today there are many democracies in countries around the world. Each one is a little different but they all have some of the same basic principles.

In the United States of America the government is a democracy. Our kind of democracy is called a *representative democracy* or a *republic*. The people elect the **President** as well the other leaders. The other leaders come from all fifty states and they are formed into two groups – the **House of Representatives** and the **Senate** (which, taken together are called the **Congress**). It is the President and the Congress who make the laws for the rest of the people – the citizens.

The citizens trust that the leaders they elected will make good laws. If the citizens don't like the laws that their leaders make, they can change to new leaders with the next election. Occasionally the citizens get to vote directly on a law instead of having the leaders make the law. This is called a referendum, and it only happens on certain occasions. In the United States the laws are enforced by judges who are not elected but appointed by the other leaders. The judges make sure the citizens are doing the right thing and following the laws. There are different levels of judges, and the highest level is the **Supreme Court**.

In a democracy, when there are elections, the decision about who wins is based on the concept of the 'majority'. The majority means most of the people feel a certain way or want a certain law. For example let's say that 100 citizens are voting. If 51 citizens vote for one leader and 49 citizens vote for another leader, then the leader who got 51 votes will win the election. This is called a 'simple majority'. Usually in the United States, leaders are elected and laws are passed using the simple majority system, although the President is elected using a more complicated system. In other situations, such as when a federal judge is appointed by the president and needs to be approved by the other leaders in the Senate, a different system of voting, called a 'two-thirds majority', is used. For example, if 100 senators were voting on whether to approve a judge, the judge would have to get two thirds of the senators – or 66 senators, to vote 'yes' for approval. Otherwise the judge would not be appointed to the job.

Lesson #2 - Let's practice some democracy

- a) We will choose something in our class or school that we want to decide on in a democratic way. Maybe it is what game we want to play at recess; what book we want the teacher to read aloud; where we want to go on a field trip; or some other thing. We can also have an imaginary election or vote instead. We will conduct a vote on what we want to do.
- b) We will make a list of choices and write them on the blackboard or post them in front of the room so everyone can see them clearly.
- c) We will discuss each choice briefly to make sure everyone knows what the choices mean.
- d) Then we will conduct our vote by either raising our hand or writing our choice on a piece of paper and turning it in. Remember you can only vote one time.

- e) For this activity we will use a ‘simple majority’, which means only 51% of the votes are needed to decide the election. The votes will need to be tallied (counted) in order to see what the class has decided.
- f) Once the tally is complete and double-checked, the winner can be announced. Once the decision has been announced the choice has been made. In a ‘majority rule’ democracy, those who didn’t get their choice agree to follow the decision of the majority in a peaceful and harmonious way. That is one of the most challenging but important parts of democracy.
- g) On another day or week, we can have another vote to decide something else. The next time, we can try voting with a two-thirds majority if we wish. It might take longer to decide something with a two-thirds majority, because two-thirds is a lot of votes to get. For this reason, we may have to spend more time discussing the choices than we did with a simple majority.

Lesson #3 - Peaceful societies on earth

In order to learn about how we can organize and govern our society in a more peaceful and harmonious world, we can learn from some societies which have already learned ways to do this. In this lesson we will learn about some different groups of people around the world who have managed to learn how to organize and govern themselves with peace and justice for all.

There are quite a number of societies on planet earth in which the people live quite peacefully and in the spirit of partnership. They are not perfect, but they generally have found ways of dealing with challenges in very humane and equitable ways. There is much we can learn from these societies as we try to shape a partnership society for the whole world.

Choose one of the societies listed below to research. You can research your society using books, encyclopedias, or the internet. The best place to start might be peacefulsocieties.org – a computer website. Write down some relevant information about the society and then share your work with the rest of the class. As a class we can make a world map showing where in the world these various groups of people live.

Here is a list of some 'partnership' societies:

- Amish
- Batek
- Birhor
- Buid
- Chewong
- Fipa
- G/wi
- Hutterites
- Ifaluk
- Inuit
- Ju/'hoansi
- Kadar
- Ladakhi
- Lepchas
- Malapandaram
- Mbuti
- Nubians
- Paliyans
- Piaroa
- Rural Thai
- Semai
- Tahitians
- Tristan Islanders
- Yanadi
- Zapotec of La Paz

Choose one of the above societies and do your own research:

- a) What is the name of the society or the group of people? (Try to use correct spelling.)
- b) Where do these people live? (It is helpful to give landmarks such as neighboring countries or nearby mountains, rivers, oceans, etc.)
- c) How do the people in this society support themselves? How do they get their food, shelter, and other material things?
- d) What is distinctive about this society that makes them a partnership society? In other words give examples of how they are peaceful.

- e) What else is important or interesting about this society and the people that live in it?
- f) Give one to three lessons we can learn from this society that would be good for everyone in the world to know about.

Lesson #4 - A courtroom lesson

One of the most important parts of democracy is the judicial system - the court system - in which the judges enforce the laws of the democracy. In this lesson we will create a dramatic skit to show how a court works. We can add to and embellish the story below if we wish.

- a) We will need actors to play the roles of the accused person, the judge, the jury, the defense lawyer, the prosecuting lawyer, and a few witnesses.
- b) The story is that a man is accused of stealing quite a lot of money, credit cards, jewels, and other valuable things from a wealthy family's mansion. When the thief did this he was breaking the law. The thief was caught and arrested, and now he will be going to court for a trial. As it turns out, he was not trying to get the money just for himself, but he wanted to get the money to give to his mother who was very poor and had very little money to live on. The thief could not find a job to earn money to support himself and his mother. The trial will decide whether the thief is guilty or innocent, and what his punishment should be.
- c) The prosecutor will present the case that the thief is a bad person and that he should be convicted and given the maximum penalty. The prosecutor will say that the thief did a very bad thing, breaking into someone's home and stealing a family's valuable things. He will say that if the thief had been willing to work a proper job, he would have had enough money to support himself and his mother, but that instead of getting a job, he chose the path of burglary.
- d) The defense attorney will say that the thief was only trying to help his mother who was very poor. He will say that the thief had a good goal in mind - to help his mother - even though he chose an illegal way to do it. The defense attorney will say that if the thief had been able to get a decent job, he would not have had to become a thief, but that there are very few good jobs in his neighborhood. He will say that the thief is not a bad person and does not have a criminal record.
- e) The witnesses will include the husband and wife who owned the mansion that was broken into. They will be very upset that their valuable things were stolen.

Other witnesses will be the thief's mother who will talk about her bad situation and the good heart of her son. Other possible witnesses could include a person who saw the thief break into the mansion and a person who knows the thief and can say that he is generally not a bad person. Other witnesses can be added.

f) The judge will preside over the trial. The judge will guide the trial and allow the prosecutor and the defense attorney to take turns, present their cases and call witnesses. The judge may disallow certain questions if she feels they are not appropriate for some reason. The judge will ask extra questions of the witnesses if she feels the jury needs more information. When all the witnesses have been called, then the prosecutor and the defense attorney will make their final statements, in which they will try to convince the jury of the thief's guilt or innocence. The judge will then instruct the jury to go and meet in private, to appoint a leader, to gather and review all the evidence, and to vote on a decision. (Note: Each of the different characters in the skit – the thief, the judge, the prosecutor, and the defense attorney, can be either a man or a woman.)

g) The jury must listen carefully to all the evidence and to the closing arguments of the prosecutor and the defense attorney. Then the members of the jury, who are called jurors, will meet in private and follow the judge's instructions as indicated above. Whatever the jury decides, it must be a unanimous decision, which means everyone on the jury must agree. If they cannot agree unanimously, then this is called a mistrial or a hung jury, which means the thief will be found not guilty. Once the jurors make a decision, they will return to the court and the leader of the jury will announce the decision, which is called a 'verdict'. If the jury decides the thief is not guilty, then the judge will announce that the thief can go free, and pronounce an end to the trial. If the verdict is that the thief is guilty, then the judge will take some time to decide and announce what the penalty will be. A penalty for a crime of this kind might be a suspended sentence (which means no jail time), probation (which means if the thief commits any other crimes he will go directly to jail), a sentence of six months to five years in prison, and/or a monetary fine. The judge will have to think carefully about all the factors in the case – the rights of the husband and wife as well as the situation of the thief. (Note: In some kinds of trials, the jury decides the penalty and not the judge. We must decide whether we want the judge or the jury to assess the penalty if the thief is found guilty.)

Note: It will take some time for each of the actors to work on their roles and write down the things they want to say in the skit. We will have to practice our parts before we do the actual trial!

Lesson #5- Doing without your favorite things

Make a list of your five favorite things. They can be things that you own like your CD player; things you like to do, like play soccer; a place you like to be; an animal that you care for; or a person that you love. Then imagine what it would be like to do without them for the next 27 years of your life, as Nelson Mandela did when he was in prison. Write about how this would be. What would it be like to be without your favorite things? How would it feel? What would you do to keep a positive attitude in spite of not having these things? How old would you be when you got your five things back again? How would you feel on the day when you got them back? Draw an illustration of yourself on that special day, getting your five favorite things back again! If you want to, try actually going one week without one of your favorite things. That means you can't experience that thing for one week. After one week, you can share with the class what it was like and how it felt to be without that special thing. Imagine that Nelson Mandela was without all his favorite things not just for one week, but for 1,404 weeks in a row!

Lesson 6 - Becoming an active citizen

Write a letter to the mayor, a city or county council member, a congressional representative, or the president. In your letter, express how you feel about any important issue you feel strongly about – whether it be about a global issue such as pollution, poverty, or war; or whether it be about something going on in your community that you care about. If you prefer, you can just write about what you are doing to help your school, your neighborhood, or your community. In any case, it is very important to communicate with your political leaders. Getting letters from their constituents is the main way that the leaders know what is going on and what people care about. It also reminds the leaders of the important responsibilities they have, to act on behalf of their fellow citizens, whom they represent. It is also important for us, as citizens, to make the effort to let our leaders know how we feel and what is happening in the community. We can get the names and addresses of the leaders we want to write to from the phone book, or on the computer under the heading of 'government'.

Discussion Questions:

a) In the following quotation, Nelson Mandela talks about an important choice he made in 1961 - for his organization to take up arms in order to protect itself from the violence of the government. Read the quotation and then discuss whether the use of violence was justified or not in the case of Nelson Mandela and the African

National Congress in their struggle against the racist South African government. "At the beginning of June 1961, after long and anxious assessment of the South African situation, I and some colleagues came to the conclusion that as violence in this country was inevitable, it would be wrong and unrealistic for African leaders to continue preaching peace and non-violence at a time when the government met our peaceful demands with force. It was only when all else had failed, when all channels of peaceful protest had been barred to us, that the decision was made to embark on violent forms of political struggle, and to form *Umkhonto we Sizwe* (our armed wing of soldiers)...the Government had left us no other choice."

b) In the early 1950's, when Nelson Mandela and his best friend, Oliver Tambo, were starting out in their law practice, they saw first-hand how badly their people were being mistreated. Read and discuss the following description of those times written by Nelson's friend Oliver Tambo: "To reach our desks each morning Nelson and I ran the gauntlet of patient queues of people overflowing from the chairs in the waiting room into the corridors... To be landless (in South Africa) can be a crime, and weekly we interviewed the delegations of peasants who came to tell us how many generations their families had worked a little piece of land from which they were now being ejected... To live in the wrong area can be a crime... Our buff office files carried thousands of these stories and if, when we started our law partnership, we had not been rebels against apartheid, our experiences in our offices would have remedied the deficiency. We had risen to professional status in our community, but every case in court, every visit to the prisons to interview clients, reminded us of the humiliation and suffering burning into our people."

c) Choose a quotation from the chapter quotations. Read it carefully and look up any words you do not understand. Write the quotation in your journal. Add any thoughts or special feelings you have about the meaning of this quotation.

Supplemental Activities:

- There are three branches of government in the United States – the Executive Branch (the President), the Legislative Branch (the Congress) and the Judicial Branch (the judges and the courts). Each branch is intended to share power with the other two, so that one branch does not become too powerful. This was the

idea of the founders of America. Do some research into these three branches of government in order to better understand how they work. Write down the important facts that you discover. Then prepare a short written or oral report for the class about what you learned. If you prefer, you can choose just one of the three branches to focus on instead of researching all three.

- There are many important vocabulary words in this chapter. Many, but not all, of them appear in italics or in bold letters. Find some of the most important vocabulary words in the chapter and create a word-find, acrostic, crossword, or other word puzzle that you can copy and give to the rest of the class. Another option is to find ten vocabulary words and write them into your journal along with definitions for the words. You can create a spelling and vocabulary quiz for the rest of the class, using your words.

- During his early years as an ANC activist and leader, Nelson Mandela had to live apart from his family. To make sure he was not caught by one of the government's many police spies, he had to move from place to place, and to adopt a number of disguises. Sometimes he dressed as a common laborer, at other times as a chauffeur, and as many other characters. The police could not catch him because his disguises were so good. The police called him the Black Pimpernel. Create a drawing of Nelson Mandela disguised as a different character and hiding from the government police.

- Find and read the United Nations Universal Declaration of Human Rights. Write some of the most important sentences from it into your journal. Then write down your thoughts and feelings about this important document.



Chapter Nineteen

Everyone is Born a Leader: Discovering and Practicing Your Own Leadership Qualities

Chapter Inspiration:

“The world belongs to the energetic.” –Ralph Waldo Emerson

“Laugh and the world laughs with you, snore and you sleep alone.”
–Anthony Burgess

“Nothing significant can come into existence from mere wishing.” –Sri Chinmoy

“You can have anything you want if you want it desperately enough. You must want it with an inner exuberance that erupts through the skin and joins the energy that created the world.” –Sheila Graham

“This art of resting the mind and the power of dismissing from it all care and worry is probably one of the secrets of energy in our great men.” –Captain J.A. Hadfield

“Whoever you are or whatever you do, you are important. And that importance doesn’t come from how people view you. It comes from how you view yourself.”
–Prem Rawat

“To bring oneself to a frame of mind and to the proper energy to accomplish things that require plain hard work continuously is the one big battle that everyone has. When this battle is won for all time, then everything is easy.” –Thomas A. Buckner

“Energy and persistence conquer all things.” –Benjamin Franklin

“Thoughts give birth to a creative force ...Thoughts create a new heaven, a new firmament, a new source of energy, from which new arts flow. When a man undertakes to create something, he establishes a new heaven, as it were, and from it the work that he desires to create flows into him. For such is the immensity of man that he is greater than heaven and earth.” –Philipus Aureolus Paracelsus

“Men make history, and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better.” –Harry S. Truman

Chapter Story:

Maria Montessori was born in 1870 in Italy. She grew up as a very intelligent young girl who had a compassionate heart and a very determined mind. Maria's parents said that growing up she was "talented but headstrong." She often interrupted her parents during discussions they had in order to offer her opinions, even if her parents were talking about adult topics. In games with other children Maria was often the leader. At school, Maria learned very easily and did exceptionally well on her exams. In those days, most elementary schools were very dirty and crowded. This is something that Maria noticed and remembered later on in life when she founded her own school.

She enjoyed talking to her neighbor, a little girl who had been born as a hunchback. The girl didn't have many friends and so she valued her friendship with Maria. Maria liked to take the little girl out for walks.

Maria's father and mother were both very important in her life. It was Maria's mother who encouraged Maria to keep on studying hard and to follow her dreams and ambitions. Maria's mother believed her daughter would one day accomplish something great -- and she was right. Maria did very well in all of her high school subjects and she passed her high school final exams with very high grades. In college she studied modern language and natural sciences. Of all of her classes, math was her favorite subject. She did very well in college also and graduated with honors.

Maria decided she wanted to continue studying so she could become a doctor. However, at that time, no woman had ever been allowed to go to medical school in Italy. In the 1890's in Italy, a woman could not walk in the street alone, could not write her own check, and basically could not do anything without her husband. Maria did not believe these customs were right and when the University of Rome told her she could not go to the medical school, she became even more determined to reach her dream.

Maria enrolled as a student in physics, mathematics and natural sciences. Her plan was to keep on studying until she could convince the university to accept her as a medical student. During this time Maria's father was very opposed to the idea of his daughter becoming a doctor. According to his beliefs, this was just wrong; but Maria's mother continued to support her. While other students would be having fun with their friends in the evenings, Maria just kept on studying. She passed a special exam that showed she was qualified to become a

medical student. She never stopped asking the University to allow her to join the medical school, and finally the University gave up trying to say no. They decided to accept her into medical school.

In medical school it was not easy to be the only woman. Maria did not have any female students she could be friends with and the men often made fun of her. Because she was so smart and so determined, the male medical students eventually accepted her, treated her more nicely and became her friends. Meanwhile, Maria's father did not speak to her very much because he was still upset with her decision to study medicine. Maria's mother continued to support her and even helped her to study sometimes. In 1896 Maria presented her medical thesis to a board of ten men. They were very impressed and granted her the doctor of medicine degree. Maria Montessori had become the first woman to graduate from medical school in Italy! But that was just the beginning of her accomplishments.

Maria began her career as a doctor working in a hospital for the mentally ill. There she became interested in mentally and emotionally challenged children. In 1898 she was appointed director of the Orthophrenic School in Rome. There she pioneered in the instruction of retarded children, especially through the use of an environment rich in manipulative materials. She saw how the retarded children made incredible progress in learning when they were in an inspiring learning environment, and surrounded by loving care and encouragement. Maria believed that if she provided the same kind of teaching atmosphere for children who were not retarded that they, too, would show remarkable progress. In 1907 Maria opened the first Casa dei Bambini (Children's House) as a day care center in the San Lorenzo district of Rome. In this first school, Maria worked with some of the poorest children in Rome. In those days, many people believed that poor children could not learn well or behave well. Maria proved this was wrong, because her preschool children made tremendous progress in their learning.

Maria's success with the underprivileged children in San Lorenzo made her famous. Maria began to teach others about how to make this kind of school. Her method was called the Montessori Method and the schools that she and her followers founded were called Montessori schools. They were started all over Europe and in the United States. The first Montessori school in the U.S. was started in 1912, near Tarrytown, New York.

Eventually, there were Montessori schools around the whole world. Maria's schools had a very special philosophy. She always remembered how dirty and crowded her own elementary school was when she was growing up. Maria was determined that her own schools would be beautiful, clean, and well organized. During Maria's time there was a general belief that children naturally wanted to behave badly. Most people believed that children needed to be taught to fear teachers and parents, and that they needed to be punished when they did

things wrong. It was also believed that children were lazy and had to be forced to study and learn. Maria believed this attitude was wrong and incorrect. In Maria's schools, children were treated with love and respect. Children were allowed to follow their own interests and to learn how to be a part of a community. The children made great progress because they were having fun. They behaved well because they learned to respect each other.

Maria believed that if children were allowed to learn in an accepting atmosphere, they would grow into adults who would be able to make a more peaceful and just planet. Maria did not believe it was right that so many people in the world lived in poverty. During her time in San Lorenzo, and later during her travels in India, Maria saw many very poor people and many children who could not go to school. She wanted her educational system to inspire people across the world to help these children and give them an opportunity to go to school and blossom.

Maria thought that everyone in the world deserves to have healthy food to eat, a safe home to live in, good medicine, and a school that has a peaceful environment. In her speeches around the world, Maria spoke out against the unfairness of the world situation, where some people have so much and others have to survive on so little. Maria believed that the students at her schools around the world would grow up and make the world a different and better place for all.

Maria thought that war was a failure of humanity to find peaceful solutions. During World War II, Maria spoke out against her own government in Italy because she did not believe her government was truly trying to make peace and justice for all. The Italian government did not like this, and, in order to avoid being arrested, Maria had to live in other countries for the final years of her life. Throughout her life Maria worked for the rights of women and children around the world. She was nominated for the Nobel Peace Prize several times, though she never received it. Some of her followers believe she deserves to receive it still, even though she is no longer alive. Maria Montessori's whole life was dedicated to the idea that all people on the planet need to learn to peacefully share the earth's resources. Today, students, parents, and teachers at Montessori schools around the world still work for this goal. Maria was a leader in showing that women can succeed in medical school, a leader in speaking out for the rights of women and children, and a leader in showing teachers that children can be taught most effectively when they are treated with love and respect.

Chapter Overview:

Leadership is something difficult to define. What makes a good leader? A good leader is somebody who is strong but not too bossy; someone who is courageous but not foolhardy; someone who is compassionate but who gets his follow-

ers to transcend themselves; someone who is wise but is not a know- it-all; someone who has a vision but doesn't impose it on others; someone who knows the right things to say but also the right time to say them.

Some of the greatest definitions of leadership have come from an ancient Chinese philosopher called Lao Tzu, who was the founder of the philosophy of Taoism. Here are some of Lao Tzu's statements about what it means to be a good leader:

A good leader is constantly without a mind of his own. He takes as his own the mind of the people.

People often prefer a mountainous way. The leader tries to find the smoothest way.

The leader does not take too many actions to get the people to follow. By remaining positive and trusting in them, the people are transformed of themselves.

A leader is sparing in his accumulation of material things, but he accumulates an abundance of spiritual virtues.

A leader tries to be good and does not worry about becoming great.

A leader focuses on the little things because they are the most important. He lets the big things come on their own.

A leader doesn't make promises rashly because such promises he may not be able to keep. A leader doesn't make decisions too quickly because those might not be the best decisions. A leader considers things thoroughly before making a promise or a decision.

A leader sees and addresses possible problems before they get to be too big. When they are still small or still out on the horizon, they can be solved much more easily than if they are allowed to get big.

A leader has the vision to keep focused on the goal when others lose track of it.

A leader is humble and doesn't brag or become a bother to others. Therefore, people follow a leader joyfully because they just want to.

A leader gives of himself – both in terms of his wisdom and in terms of his willingness to help others. He doesn't hold back when it comes to supporting others.

A leader is compassionate to all. The followers feel that the leader cares for everyone equally.

A leader is quick to forgive others an injury. He knows it is one of the best ways to build friendship and loyalty.

A leader does not get angry very easily and does not engage in too many arguments. The best way to stay strong is to be in control of one's emotions and to not be too insistent on one point of view.

These are some of the lessons of leadership from Lao Tzu. There have been many leaders in human history. Some of them have been good leaders who have worked for peace and partnership. Some have been bad leaders who started wars or took high taxes from their people. To learn to be a good leader, it is helpful to practice some of the guidelines of Lao Tzu. We can all become positive leaders if we want to. Each of us has that capacity, that potential inside us. In fact, if we all become positive leaders – each in our own way – then we can all help the world move forward towards harmony and partnership. There have been many brave men and women in the past who decided to become positive leaders in their lives. You can become one too!

Chapter Lessons:

Lesson #1- Aphorisms on leadership

In this lesson we will read some aphorisms about leadership. We will discuss the meaning and the main point of each one briefly. Then we will each pick one that we like and write it into our journal. After you copy one of the aphorisms into your journal, then either write a paragraph about the meaning of the aphorism or draw a picture that illustrates the aphorism. You can do both a paragraph and a picture if you wish. Note that girls and boys both can be leaders so it doesn't matter if we use the word 'she' or 'he' in the aphorisms.

a)

A leader is she who looks to see
What might possibly be coming to be,
Or how she can help others in need
And keep everyone conflict-free.

b)

A leader has patience and always can wait
To see the truth, even if it comes late.
She strives to be good instead of just great,
But when it's time to act, she won't hesitate.

c)

A leader listens with heart and with mind,
To hear clearly what might be the bind,
So she can more wisely and aptly find
The way to be helpful and to be kind.

d)

A leader has courage to do or to say
What's righteous and good every day.
Whether it's at work or it's at play,
She's for the just and the fair kind of way.

e)

A leader can appreciate the important thing,
Not the radio or the telephone's ring,
But the song that the spring bird might sing,
Or the good news the shining sun can bring.

f)

A leader meditates at those special times,
When she needs to feel the inner rhymes
And the sweet ringing of her spirit-chimes
To help get her through the stormy climes.

g)

A leader strives for a wisdom that's deep,
A message that everyone might want to keep,
To help them climb a mountain steep,
Or to make them smile instead of weep.

h)

A leader can focus on what she must do
To help pull her team all the way through.
She shows everyone how they can choose

A game where nobody needs ever to lose.

i)

A leader likes to use humor in doses

So others won't just turn up their noses.

At times she might like to give out some roses -

Flowers spread love, is what she supposes.

Lesson #2 - Creating and performing a skit on the life of Maria Montessori

For this lesson we will break into groups of two to five people. Each group will create a short skit about an incident or a part of Maria Montessori's life. First, your group will need to write a short script. Then you will need to make or find some simple props and costumes. Finally, you will need to practice your skits before it is time to perform them for the class. Here are a few ideas for your skits:

a) In this skit, show a conversation between Maria, her father and her mother, when Maria announces that she wants to become a doctor. Maria's father was very upset by this and did not agree with her decision. Her mother was much more understanding and supportive. How do you think the conversation went? How did it end?

b) A skit showing what happened when Maria met with the administrators at the University of Rome. (The administrators can be the president of the university, the vice-president, the dean, or one of the other people who help to run the university). During this skit, Maria tries to convince them that she should be allowed to go to medical school even though she is a woman. The administrators do not want to allow it, even though she shows them her medical entrance exam scores, which are outstanding. She pleads with them that it is not fair for her not to be allowed to go. At the end, they decide to consider it. Or, you can make Maria's meeting with the administrators be Scene One, and then you can show the administrators discussing the situation at a private meeting in Scene Two. Then, in Scene Three, you can show the administrators announcing to Maria that they have finally decided to accept her.

c) This skit will show Italian government officials telling Maria she must live in another country because of her peace protests against the Italian government. During this meeting, Maria tells them that she has a right to say what she believes and she has a right to stay in her own country – the country she was born in. She tells the government officials that their attitudes and policies are not peaceful ones because they focus on dividing people and not on unifying them. She tells them

that it is not just or fair to separate the Jewish people from the rest of society and to give them fewer rights than other kinds of people. She also tells them that to support Adolf Hitler is wrong because he is killing millions of Jews and others whom he considers inferior. The government officials listen to Maria but do not agree with her. They tell her that if she does not stop her protests or leave the country she will be put in jail. Maria tells them again that she will not stop speaking out for peace and justice and that she will move to another country – a more peaceful country – if she has to.

d) This skit will show Maria's first conversations or meetings with the other medical students at the University of Rome, who are all men. The male medical students make fun of Maria because she is a woman and because they have stereotyped attitudes toward women. They are not used to a woman who wants to be independent, and who believes that women deserve the same rights as men. This skit can have two or three scenes. By the end of the skit, the men begin to accept Maria because they can see how determined she is to be a doctor and how much she wants to help the world. They also begin to see how smart and funny she can be, and so they accept her as a friend and as a colleague. They apologize for their bad treatment of her.

e) This skit will show a fictional (a make believe) debate between Maria and some other educators. The other educators believe in the old way of educating. They believe that children are lazy and don't like to do school work. They also believe that children behave badly and that they need to be punished, that they need to learn to be afraid of teachers and parents. Maria tells them that this attitude is wrong and incorrect. She tells them that children can behave very well naturally, on their own, if they are doing activities that are interesting and fun for them. You can decide how you want this skit to end. Perhaps it can end with the educators telling Maria that they don't believe in her kind of education and that she will have to prove that it works. (We know that she did prove it because her schools are so successful around the world.)

Lesson #3 - Leadership qualities

Using the guidelines of Lao Tzu presented in the Chapter Overview, and the aphorisms in Lesson #1, let's make a list of some of the most important qualities of leadership. We will write them first on the blackboard, and then everyone will write them into their journals. Each day we can be on the look-out for when our classmates, our teachers, our family members or others show these qualities through their different actions. We will set a time each day, or at least once each week, when we can share the leadership qualities we have observed and when we can acknowledge each other for practicing them.

Lesson #4 - Guidance about leadership from the literature of indigenous peoples

The indigenous people of the earth are those people who have lived in one place for a very long time and who practice traditional ways of living. These are people such as the Native American tribes of North America, the Aborigines in Australia, the Maori in New Zealand, and many others. These people have learned how to live in harmony with the earth and to survive in harsh natural conditions. For them, having a strong leader has always been very important. They have passed down many stories about leadership from generation to generation. For the indigenous peoples, leadership often has to do with stewardship of the earth and protecting the future generations who will live on it.

Choose from one of the passages of leadership wisdom of indigenous people, presented below. Then write it into your journal in your best handwriting. Draw a picture or do a piece of writing to go with the quotation. Note: After each passage there is a brief note which explains the main image of the passage.

a) “Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the earth from our ancestors; we borrow it from our children. We are more than the sum of our knowledge, we are products of our imagination.” –Ancient proverb

The main image here is of the adults carefully handing over the earth to the children. We are only on the earth for a short time, then it is time for our children to care for it until it is time to hand it over to their own children.

b) “Peace and happiness are available at every moment. Peace is in every step. We shall walk hand-in-hand. There are no political solutions to spiritual problems. Remember: If the Creator put it there, it is in the right place. The soul would have no rainbow if the eyes had no tears.” –An Indian Chief, 1876

The main image here is of people walking hand-in-hand. When we have good and pure intentions in our heart, then we can solve all problems.

c) “I was not raised to look at people racially. What I was taught is that we’re flowers in the Great Spirit’s garden. We share a common root, and the root is Mother Earth.” –Oh Shinnah

The main image here is a beautiful garden representing all the races and cultures of humanity. All of us have the same roots, which take birth and get their nourishment from Mother Earth.

d) “We must protect the forests for our children, grandchildren, and children yet to be born. We must protect the forests for those who can’t speak for themselves,

such as the birds, animals, fish, and trees.” –Qwatsinas Edward Moody, Nuxalk Nation

The main image here is of the forest and all the animals who live in it. The animals and the trees cannot speak out when they are hurt. We have to protect them, for they cannot speak out to protect themselves.

e) "We learned to be patient observers, like the owl. We learned cleverness from the crow, and courage from the jay, who will attack an owl ten times its size to drive it off its territory. But above all of them ranked the chickadee because of its indomitable spirit." –Tom Brown, Jr., *The Tracker*

The main images are the owl, the crow, the jay, and the chickadee. We can learn much by observing the animals of nature.

f) "When we Indians kill meat, we eat it all up. When we dig roots, we make little holes. When we build houses, we make little holes. When we burn grass for grasshoppers, we don't ruin things. We shake down acorns and pine nuts -- we don't chop down the trees. We only use dead wood. But the white people plow up the ground, pull down the trees, kill everything. ... the white people pay no attention. ...How can the spirit of the earth like the white man? ... everywhere the white man has touched it, it is sore." –Wintu Woman, 19th Century

The main image here is of the native people being very respectful and gentle with Mother Earth. If we pollute the land or if we are wasteful, then we are not being respectful to Mother Earth.

g) "The Circle will not be mended as long as the People war among themselves. It will not be mended as long as we try to mend the Sacred Circle with broken Circles. We all need to pray on this..." –Gary Armstrong

The main image here is of all human beings working together to make a circle of life. Only if we forgive and let go of aggression can we have the healing power to make our circle whole.

h) "Once I was in Victoria, and I saw a very large house. They told me it was a bank and that the white men place their money there to be taken care of, and that by and by they get it back with interest. We are Indians and we have no such bank; but when we have plenty of money or blankets, we give them away to other chiefs and people, and by and by they return them with interest, and our hearts feel good. Our way of giving is our bank." –Chief Maquinna, Nootka

The main images in this passage are the image of the bank – a very important part of life for European people, and the image of a generous chief giving blankets and other gifts to his/her people. If we focus only on getting and not at all on giving, our hearts cannot feel good.

i) "Nuclear waste is a heavy burden to lay on our children and their children and their children's children and their children's children's children and their children's children's children..." –Rufina M. Laws

The main image that comes to mind is of nuclear waste being buried beneath sacred places such as Yucca Mountain in Nevada. The native people of America have sacrificed much over the centuries. Now they are being asked to take the waste from America's nuclear plants and production facilities.

j) "In an eagle there is all the wisdom of the world."

–Lame Deer, Minnicoujou

The main image here is pretty clear. It is interesting that the eagle was one of the most revered animals for the native people of America and it also became the national symbol of the United States.

k) "There are many things to be shared with the Four Colors of humanity, in our common destiny, at one with our Mother the Earth. It is this sharing that must be considered with great care by the Elders and the medicine people who carry the Sacred Trusts, so that no harm may come to people through ignorance and misuse of these powerful forces." –Resolution of the Fifth Annual Meetings of the Traditional Elders Circle, 1980

The main image in this passage is of the Four Sacred Colors of the Earth. Can you guess what they are? The Sacred Colors are like the powers of love, caring, honesty, and courage that we are given as gifts when we are born. We must carry these gifts with care and not misuse them through greed or other kinds of ignorance.

l) I know that all must be brought into the Sacred Hoop for it to be mended. I often wonder how we will bring those who do not see even the simplest of Circles into the greatest Circle of all. Then I remember it is a thing that has been promised by Spirit. That is how I know it will come to be. – Gary Night Owl

The image in this final passage is of all people standing inside one great hoop – which is another name for a circle. (The image of the circle is very important to the native people of North America.) First, we must strive to gain leadership qualities, not only so we can enter the Sacred Hoop, but also so we can help others to do so.

Lesson #5 - Leadership cards

In this lesson, we will each create leadership cards for ourselves. First, you will choose ten special qualities that you have or that you would like to remember. Or you can choose leadership actions you want to try to practice.

Then you will write these qualities or actions neatly on 3 x 5 cards. We can decorate each card a bit in order to make it special. Then each day we will take a few minutes when everyone can pick out one of their cards to look at and to reflect upon. Each day, when you pick out one card, ask yourself whether you have been practicing that quality or action or not. If you have been practicing it, ask yourself how you can do an even better job of practicing it. Here are some examples of what you write on your cards:

Qualities:

patience
caring
sharing
forgiveness
creativity
courtesy
honesty
courage
imagination
self-reflection
non-violence
compassion

Actions:

helping others
respecting people's property
keeping room/desk tidy
being a problem solver
practicing conflict resolution
being polite towards others
expressing your feelings
speaking your truth
using your 'mind's eye'
visiting your 'invisible heart'
not harming living things
using your words for good

Lesson #6 - Leadership Pledge

We will recite the leadership pledge below and discuss the meaning of the different parts of it. We will explain any words that might be difficult to understand. A pledge is like a promise or a commitment that you make to yourself and to others. If you wish, and whenever you are ready, you can sign the Leadership Pledge and paste it into your journal or keep it in some other special place.

Leadership Pledge

I will practice nonviolence on a daily basis, in words and in deeds. This means I will strive not to intentionally hurt others through what I say or what I do. This also means I will try to avoid violent games and entertainment.

I will strive to learn and practice patience, tolerance, respect and acceptance of others. I will try to see things from other people's points of view, and to honor their work, feelings, and ideas.

I will strive to practice openness and flexibility so that I can learn from new situations and appreciate different ways of doing things.

I will strive to practice cooperation and conflict resolution so I can learn

to work with others productively and to solve problems peacefully.

I will strive to keep on learning about the world and all the living things in it, so I can keep expanding my mental horizons and become a knowledgeable global citizen.

I will strive to practice caring and compassion so I can enhance my heart's capacity for giving to others and for feeling oneness with others.

I will strive to practice honesty and courage so I can express my feelings and needs honestly, and so that I can speak my truth about what I believe.

I commit to taking some time each day to reflect in silence upon my progress as a leader, as well as upon my own personal thoughts, feelings, and dreams.

I will work towards being a good citizen of my community. This means I will do my chores and keep up with my other responsibilities at home and at school. It means I will listen to my parents and my teachers, as well as respectfully speak my truth to my parents and teachers. It means I will try to be a supportive classmate and friend, as well as a good 'buddy' to the younger students. It also means I will do some form of regular community service for my school, my town/city, or the world.

I will aim to be an excellent student at school and in life. This does not mean that I have to always get the highest grades. It means I will always give my best effort. It means I will try to learn from every subject and from all kinds of situations.

I will practice self-transcendence – not competition with others. This means that what is most important is my own self-improvement and not whether I am better than someone else.

I will try my utmost to live each day according to the ideals of this pledge.

Signature _____ Date _____

Discussion Questions:

a) What do you think Harry Truman meant when he said, "Men make history and not the other way around"? Note: When he said "men" he meant people.

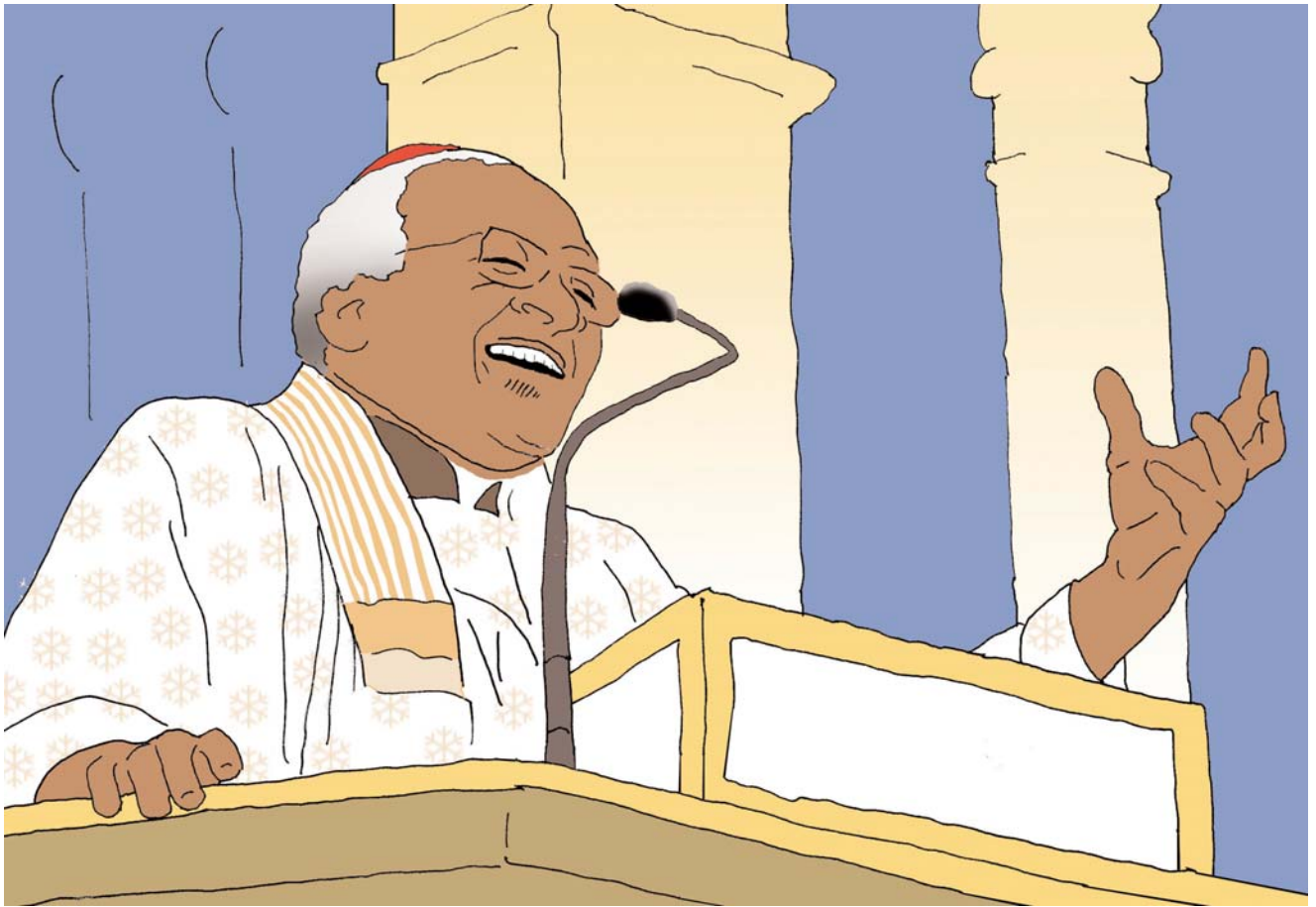
b) Captain J.A. Hadfield says that the art of resting the mind is the secret to being a good leader and to having positive energy. Study his quotation above. Given what you have learned in this book, why do you think it is important to rest your mind and reflect on a regular basis?

c) “The world belongs to the energetic,” said Ralph Waldo Emerson. Why do you think energy is so important to being a leader? What kind of energy does a leader have?

d) Anthony Burgess said, “Laugh and the world laughs with you, snore and you sleep alone.” Discuss the possible meaning or meanings of this quotation.

Supplemental Activities:

- Think of someone you know who is a leader. It could be someone in your family, in your neighborhood, at your church, on your sports team, or at school. Think about this person and about what makes them a leader. Take a few minutes to write down what it is that makes that person special. Share with the class about this special person. The next time you see this person, why not tell them what you think of them!
- Write down the leadership guidelines from Lao Tzu in your journal.
- As you have time, copy into your journal all of the leadership aphorisms in this chapter. Or, if you prefer, you can copy the leadership qualities from the quotations from indigenous peoples and do a drawing or paragraph for each one.



Chapter Twenty

Love Starts Here: Building a Just and Peaceful World

Chapter Inspiration:

“Peace has to be created, in order to be maintained. It is the product of Faith, Strength, Energy, Will, Sympathy, Justice, Imagination, and the triumph of principle. It will never be achieved by passivity and quietism.” – Dorothy Thompson

“If we fight a war and win it with H-bombs, what history will remember is not the ideals we were fighting for but the methods we used to accomplish them. These methods will be compared to the warfare of Genghis Khan who ruthlessly killed every last inhabitant of Persia.” –Hans A. Bethe

“Everyone associates the words: war and peace. Remove the word war. Let’s talk about peace – the peace that is felt in the hearts of human beings, not in their minds.” –Prem Rawat

“Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice.” –Baruch Spinoza

“Justice does not come from the outside. It comes from inner peace.”
–Barbara Hall

“The sword of justice has no scabbard.” –Antoine De Rival

“Injustice anywhere is a threat to justice everywhere.” – Martin Luther King Jr., Letter from Birmingham Jail

“Justice is the end [goal] of government. It is the end [goal] of civil society. It ever has been and ever will be pursued until [one day] it be obtained.... [We all] wish for a government which will protect the parties, the weaker as well as the more powerful.” –Alexander Hamilton

“Peace is first an individual achievement, then it grows into a collective achievement. Finally it becomes a universal achievement.” –Sri Chinmoy

“You can no more win a war than you can win an earthquake.”
–Jeannette Rankin

Chapter Story:

Archbishop Desmond Tutu was born in 1931 in Klerksdorp, Transvaal, South Africa. His father was a teacher, and he himself was educated at Johannesburg Bantu High School. After leaving school, he trained first as a teacher at Pretoria Bantu Normal College and then, in 1954, he graduated from the University of South Africa. After three years as a high school teacher he began to study theology. Desmond Tutu was ordained as a priest in 1960. The years 1962-66 were devoted to further theological study in England, leading to a Master of Theology degree. From 1967 to 1972, Desmond taught theology in South Africa, before returning to England for three years as the assistant director of a theological institute in London.

In 1975 Desmond Tutu was appointed Dean of St. Mary's Cathedral in Johannesburg. He was the first black person ever to hold that position. From 1976 to 1978 he was Bishop of Lesotho, and in 1978 he became the first black General Secretary of the South African Council of Churches. Living with and preaching in South Africa about apartheid, Desmond joined in the struggle of compatriots like Nelson Mandela. Desmond Tutu spoke out courageously and eloquently against the racist policies of the South African Government. He gave many speeches in which he described the pathway that the government should take to become more peaceful and just for all. In the speeches he would say, "South Africa will one day be a democratic and just society without racial divisions." Desmond Tutu set forward a four-point plan for the achievement of this goal:

1. equal civil rights for all;
2. the abolition of South Africa's passport laws;
3. a common system of education;
4. the cessation of forced deportation from South Africa to the so-called 'homelands'.

Desmond Tutu repeated this plan in speech after speech. His words made sense, and his speeches became famous around the world. What he said strengthened the activities of Nelson Mandela and the African National Congress. As we saw in Chapter 18, more and more people around the world began to unite in the cause of changing the policies of the South African government. In 1984, Desmond Tutu was awarded the Nobel Peace Prize for his courage and for his non-violent protests against apartheid. The award of this prize to Desmond Tutu called even more worldwide attention to the unfair situation of blacks in South Africa. It was the beginning of the end for the apartheid system and the old form of government in South Africa.

In 1986 Desmond Tutu became the first black to be elected the Archbishop of Cape Town. He served in that capacity until 1996. Desmond Tutu has remained active in South Africa's political affairs, and from 1996 to 2003 he headed the Truth and Reconciliation Commission. This was a very important job because the Truth and Reconciliation Commission was responsible for investigating and documenting human rights abuses during the apartheid era. In other words, the job of the commission was to look back at what happened during the apartheid era and to take note of all the people who were killed, injured, imprisoned and relocated so that there could be a historical record of those terrible times, and so the mistakes of that era would never be repeated.

Desmond Tutu still leads a very active life. He still speaks out for peace and justice in the world. While blacks in South Africa might be better off than they were under the apartheid system, many of them still live in poverty. In addition, there are still many places in the world where blacks and other minority groups have not yet achieved equal rights. Desmond Tutu continues to speak and to write about these issues. His latest book is called *God Has a Dream*.

Chapter Overview:

A world of peace and justice is what all the great religions speak of. It is what all of our spiritual teachers have taught us throughout the ages. It is what all human beings ache for deep in their hearts. We have not yet succeeded in making our world peaceful and just, so much work remains to be done. Some people on our planet live in prosperity while many more live in poverty. Some people can enjoy school and the chance to have a job and a career, while for many others this remains a distant dream. Some live in peace and tranquillity, while other cannot sleep at night because they can hear shooting and bombs. Some citizens of the planet have freedom and can speak their opinions openly and without punishment. Others are in prisons because they dared to disagree with their government.

Each day we can take a step closer towards our vision of a peaceful and just world. The more we learn about the world and the challenges people face, the more we will want to help. The more we hear about the unfairness in the world, the more we will want to make it fair. The more knowledge we have, the more power we have to do good. And the more we practice giving of ourselves, the larger our 'invisible hearts' will become. Our invisible heart is our source of compassion, healing and oneness with the world. As Sri Chinmoy says, "the heart that loves unites all." Our first and foremost job is to foster a heart that loves. When each one of us on earth has a loving heart, we will all be united, and peace and justice can reign on earth.

We cannot abandon our brothers and sisters around the world. We cannot just enjoy our comforts and our pleasures, without ever thinking of those in the

world who have so little and who live in such terrible circumstances. We can have fun, live our lives, enjoy ourselves and still have a sense of social responsibility. There are many little ways we can help build a better world. There is no limit to what we can do if we want to do more. It isn't just a few global citizens that we need. All of us must learn to be global citizens, because the planet is home to everyone. Therefore, as Sri Chinmoy says, "Let it be the bounden responsibility of all human beings to love and help one another." Part of our duty as human beings is to work to make a better world for the children that will inherit the earth after us.

Chapter Lessons:

Lesson #1 - Tug of peace

Tug of war is a game most of us have played. It is a game in which two teams, of equal size, pull on opposite ends of a rope to see which team can pull the other across the midline to the opposite side. Tug of war can be a fun game, but sometimes it can lead to hurt feelings and even hurt hands from the burns of the rope. Also, the name 'tug of war' is kind of upsetting, considering that there are more than 30 wars going on around the world right now. So why don't we create a different game, called the 'tug of peace'? It can spread the message of peace and it can be a lot more fun.

For the tug of peace, we will need to find an old rubber automobile tire and tie it to one end of a rope. We can arrange for teams of two, three, four, or five people to pull the rope. Instead of pulling against another team, we will pull the tire a certain measured distance. We will keep track of how many seconds it takes each team to pull the tire the designated distance. Then each team will get two chances to try to beat their original score. As each team is trying to transcend itself, the other teams should be encouraging them to beat their previous mark. The tug of peace helps us to practice cooperation, teamwork, and sportsmanship, and nobody's feelings get hurt.

Lesson #2 - Modified musical chairs

Modified musical chairs is a great way to show that we can always find a way to share if we keep a positive attitude and remember that it is never fair to leave someone out. This game is just like normal musical chairs with one big exception: In this version of the game, nobody ever gets left out.

a) Arrange a line of chairs as you normally would for musical chairs. There should be as many chairs as there are people. We will arrange the chairs in an

alternating pattern so that the first chair is facing in one direction, and the next chair is facing in the opposite direction, and so on.

b) The group of players stand around all sides of the chairs in a circle (it's really more like an ellipse). We will make sure that the players are far enough apart so they are not touching.

c) The music begins. (We can use a CD player, tape player, or a radio to provide our music. Another option is for the teacher, or an appointed leader who can sing or play an instrument, to make the music that way.) When the music stops, everyone must find a chair to sit in. In the first round everyone will have a chair.

d) After the first round we take one chair away. The music begins again. This time someone will not have a chair to sit in. Instead of 'putting them out', the person who doesn't have a seat will gently sit in someone's lap. This usually creates a lot of laughter.

e) As the game goes on, we will keep removing one chair. Soon everyone will have to sit in someone's lap, and before we know it three people will have to find a way to sit on one chair.

f) By the end of the game, everyone will have to sit on one chair. Of course this is not possible to actually do, but we will try our best to do it.

g) This is intended to be a fun and gentle game. It is important that we make sure that nobody gets hurt.

Lesson #3 - Learning about peace heroes

We can learn about and honor Peace Heroes or Peacemakers in our classroom. Below is a list of some of the most famous Peacemakers. Peacemakers are individuals whose special accomplishment was that they did something to create more harmony, peace, or justice in the world. Choose one of the names below to research. Do a short oral or written report on the person you study. We can bring in books from home and from the library, as well as print out information from computer research, so we can gather as much information as possible to share with each other about these special global citizens.

Jane Addams	Kathe Kollwitz
James Alexander	Ron Kovic
Muhammad Ali	The Dalai Lama
Eberhard Arnold	John Lennon
Joan Baez	Nelson Mandela
Judi Bari	Richard McSorley
Melba Pattillo Beals	Thomas Merton
Kees Boeke	A.J. Muste
Dietrich Bonhoeffer	Fridtjof Nansen
Fr. Roy Bourgeois	Niall O'Brien
Vera Brittain	Yoko Ono
Helen Caldicott	Rosa Parks
Dom Helder Camara	Linus Pauling
Amy Carmichael	Pablo Picasso
Pierre Ceresole	Peace Pilgrim
Cesar Chavez	Sister Helen Prejean
Ernesto Cortes	Jeanette Rankin
Dorothy Day	Paul Robeson
Fritz Eichenberg	Bishop Oscar Romero
Ralph Waldo Emerson	Bertrand Russell
Adolfo Perez Esquivel	Aung San Suu Kyi
Dr. Paul Farmer	Albert Schweitzer
George Fox	Chief Seattle
St. Francis of Assisi	Pete Seeger
Elizabeth Fry	Dr. Seuss
Mahatma Gandhi	Dick Sheppard
Woody Guthrie	Tom Slick
Fannie Lou Hamer	Samantha Smith
Thich Nhat Hanh	Rev. Leon Sullivan
Gordon Kiyoshi Hirabayashi	Sumiteru Taniguchi
Joseph and Michael Hofer	Emma Tenayuca
Dolores Huerta	Mother Teresa
Jakob Hutter	Henry David Thoreau
Franz Jegerstatter	Ernst Toller
Clarence Jordan	Leo Tolstoy
Toyohiko Kagawa	Bishop Desmond Tutu
Helen Keller	Lech Walesa
Badshah Khan	Elie Wiesel
Martin Luther King Jr.	Leyla Zana

Lesson zhe global village

Read and discuss the following information. Pay special attention to the number of people who don't have some of the basic necessities, and also take note of how the wealth of the planet is distributed.

If we could shrink the earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere (North and South America) and 8 Africans

70 would be people of color; 30 would be white

70 would be non-Christian; 30 would be Christian

50% of the entire world's wealth would be in the hands of only six people, and all six would be citizens of the United States

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

Only one would have a college education

Lesson #5 - 100 hungry people

In this lesson we will break into three groups:

Group One will represent the U.S, Canada, Japan, Western Europe, Australia, New Zealand, Israel and Saudi Arabia. These are the wealthiest countries in the world and they have about 20% of the world's population, so this group should have a pretty small number of people.

Group Two will represent Russia and Eastern Europe. These countries are not the wealthiest but not the poorest either. They have about 10% of the world's population, so this group should have the smallest number of people.

Group Three will represent Africa, Asia, and Central and South America. These are among the poorest countries in the world and they have about 70% of the world's population, so this group should have the largest number of people.

We will prepare some kind of snack that we can count easily. For now, the snack will not be for eating. Instead we will use the snack for our demonstration. We will give out 70% of the snack to Group One, 10 % to Group Two, and 20% to Group Three. The snack represents the percentages of food and other resources that the different countries use.

After giving out the snack, discuss the unfairness of the distribution of the snack. How does it feel to get so little? Does it seem right that the group with the most people gets the fewest snacks? This is exactly what happens in the world at large. The wealthiest countries in the world get and consume most of the food, energy and other resources, even though they don't have nearly as many people as the poorer countries do. This is the challenge we all face, and this is the kind of challenge that the United Nations and other world organizations are trying to solve. For now, it is important for us to just be aware of the situation. Then, as we continue to learn the tools for becoming global citizens, we can begin to do things to help. Now we can divide the snack up fairly and have a treat. If only it were that easy for countries to share their food and resources!

Lesson # 6 - At this very moment

At this very moment, the world is turning, and a thousand and one different things are going on around the world. Some of them are happy and uplifting and some of them are sad. As we go through our day doing our normal activities, it is important sometimes to pause and reflect on what others are doing – especially those who are less fortunate than we are in terms of things and opportunities.

As we read the vignettes below, we will try to find each place on a map or globe. Then we will talk briefly about each situation, so we can really try to imagine that situation for a little while. The world is indeed a very big place, and human beings are in all kinds of different circumstances. Often, those circumstances are sad and desperate, because people do not have enough food, clean water, medicine, shelter or money, nor do they have an opportunity to go to school, to get a job, to buy things, or to travel. After we find all of the places and talk about the different situations, each person will choose one of the vignettes, either to illustrate with a drawing or to write a paragraph about. As a follow-up activity, we can write more vignettes of our own based upon the knowledge we have of people in various parts of the world.

At this very moment....

A Hindu woman is bringing her child to pray at a shrine near the Ganges River.

A Tibetan boy is walking up the mountainside to hear the Buddhist monks doing their morning chanting.

A girl in Cambodia is helping her mother plant rice.

An elder of the Lakota Tribe in South Dakota, USA, is telling a story to his grandson.

A fisherman in Indonesia is taking his boat out onto the ocean.

A mother is holding her sick and malnourished child in famine-stricken Niger.

A teenaged boy in Sudan is learning how to shoot his first gun, because he has been forced to join the army.

Two Inuit friends in Alaska are going out to hunt seal, so they can have food for their families.

A 15-year-old Mexican girl is getting ready to work a 12-hour shift in a clothing factory, where she earns about two dollars per hour.

A mother in Xian, China, is carrying her 2 year-old child to the bus with a cloth over his face, so he doesn't breathe in so much of the burning air pollution.

A group of people is getting ready to swim across the English Channel between England and France.

Another group of people are preparing to climb the tallest mountain in the world – Mount Everest in Nepal.

A little boy and a little girl wait for food at an orphanage in Ethiopia; both their parents have died from AIDS.

A 10-year-old boy gets ready to work in a shoe factory in Malaysia, where he earns less than a dollar an hour.

A mother and her two daughters are walking a half-mile through the desert sand to get water from a well so they can cook dinner.

Lesson #7 - Have a 'Peace and Justice Day' celebration

It is time to organize a 'Peace and Justice Day' celebration at our school. We can put on display our journals and any projects we have done based upon this book. We can come to school dressed as our favorite Peacemaker or Person from History. We can try to bring some international food to taste. We can have a parade and a ceremony in which we share poems, songs of harmony and other peace performances. We can also pause during our ceremony, to have a moment of silent reflection for all of the people who are injured, sick, suffering, or in a war around the world. We can invite our parents and special guests. It can be a tradition that we have every year.

Discussion Questions:

- a) "Justice does not come from the outside. It comes from inner peace." Given what you have learned in this book and in your other Global Citizen lessons, discuss what this quotation from Barbara Hall might mean.
- b) "The sword of justice has no scabbard," said Antoine De Rival. What is different about the "sword of justice"? How is it different from a normal sword?
- c) Prem Rawat says, "Let's talk about peace – the peace that is felt in the hearts of human beings, not in their minds." Why is it easier for us to feel and to make peace in our hearts than in our minds?
- d) "You can no more win a war than you can win an earthquake." Discuss the meaning of this quotation by Jeannette Rankin.
- e) "Injustice anywhere is a threat to justice everywhere." Martin Luther King Jr. spoke these words more than 40 years ago. They are still very true today. As long as injustice exists in some places on earth, then the justice we enjoy is not totally complete or permanent. Discuss.

Supplemental Activities:

- Right now in the world there are thousands of political prisoners who are in jail only because they spoke out against the policies of their government. Some of them we know by name. Many others we do not know by name. Some we know

where they are imprisoned. For others, we can't be sure what jails they are in. There are several organizations in the world whose mission it is to call global attention to these prisoners and their unfair plight. You can find out more about the political prisoners around the world and the organizations which try to help them through several websites:

www.amnesty.org
www.j12.org/ps/list0900.htm
www.derechos.org

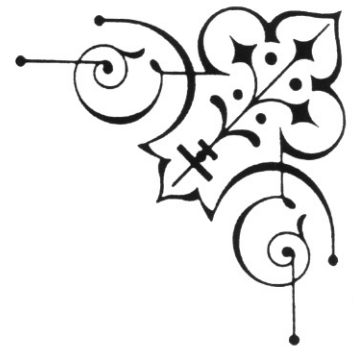
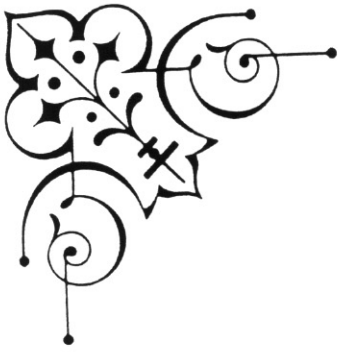
- Use some of the names from the list of Peacekeepers in Lesson #3, and facts you know about them, to make a word puzzle, a quiz, or a game that you can photocopy for the rest of the class to do.
- For Lesson #4 above, make a chart to go on the wall, showing the information you learned. You can use pictures on the side of the chart to illustrate some of the facts.
- Making peace cranes with origami paper is a wonderful peace-building activity, because as we make the cranes we are thinking of their meaning – they symbolize world peace. There are a number of good origami books from which you can learn how to make the cranes. We can display the cranes around our classroom and the school by making mobiles and other kinds of art projects. Each time we look at the cranes we can think peaceful thoughts.

Afterword

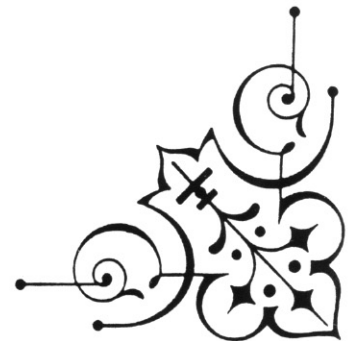
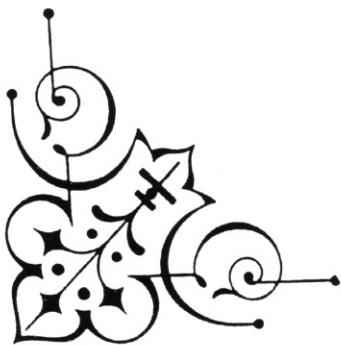
To students: If you have done some, most, or all of the lessons in this book, then congratulations. You are well on your way to becoming a global citizen – a leader who can help build a more peaceful and just world. At the same time, the end of this book is not the end of your learning. It is just the beginning. Now that you are aware of the topics we worked on in this book, you will be able to find more resources that will help you to expand your abilities. As more and more people learn partnership skills – the inner and outer capacities we have discussed in this book – our partners in building world harmony will grow and grow in number. As you continue to learn what it means to be a global citizen, you can begin to teach others what you have already learned. We can all be teachers at the same time as we are learners. As we learn from each other and begin to practice our new skills of partnership, we can watch a new world of peace, justice, and well being for all begin to blossom all around us.

To teachers and parents: Your role in helping guide, support, and nurture the students along the road towards world harmony is an invaluable part of the process. As students move forward on this road, they will also discover the secret that sages and poets have tried to tell us through the ages: that our own fulfillment is greatest when we give to others. As students serve the greater good of the world, they are learning more than community service. They are learning about the meaning of life. As all of us work to help students grow into global citizens, we can celebrate with them that we have been given so many gifts in our own lives – the conscious awareness of our highest and best selves, the knowledge of the vast beauty of our planet, and the empathy we have towards those who are suffering. The path leading to world harmony and the path leading to personal happiness are one and the same.

To all of us: It's time to celebrate the things we have learned and the progress we have made. It feels good to do good things for others. And every time we try to learn the skills of partnership we are doing good things for others. Let's continue to support and encourage each other on this journey. We each have unique talents to offer. We each have important insights to share. We each have a truth to speak. There is a place for everyone in this 'beautiful garden of the Great Spirit'. There is enough work to keep us all busy! But let's always remember that our first work is to make sure we are in harmony with ourselves. Without that we can't bring harmony to the world. Our first and best gift to planet earth is to practice being individuals who walk the way of harmony.



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10. Murdock, Maureen. *Spinning Inward*. Shambala Publications, Inc, Horticultural Hall, 300 Massachusetts Ave., Boston, MA 02115. 1987. Using guided imagery with children for learning, creativity and relaxation.
 11. Center for Peace Education. *Peace Camp Book*. Activities for 6-12 year olds in non-academic settings. Center for Peace Education, 118-C East Main St., Carrboro, NC 27510. 1-919-929-9821.
 12. Global Education, Council for:
The Excellence in Character is a series of 15 handbooks that provides the tools necessary to nurture in children (ages 4-14) the universal virtues of assertiveness, caring, courage, creativity, forgiveness, honesty, kindness, loyalty, peacefulness, respect, responsibility, self-discipline, tolerance, trust and unity. Each book begins with a story which forms the foundation for an object lesson. There are suggestions for roleplays that help you get started. The exercises present a natural way in which to introduce the language of the virtue, the conscious cueing, the self-assessment, the acknowledgment and the contingencies. An affirmation helps the child internalize the concepts behind each virtue. Self-assessment questions help children identify feelings, choices, and consciousness of their attitudes and behavior. When the child has made progress in expressing each virtue, acknowledging and affirming language is suggested.
 13. *Storybooks That Inspire Virtue*. This set contains 15 books of the stories from the Excellence in Character Series with simple line-art illustrations that children can copy and color in to reinforce the object lesson. Blank pages as well as questions at the end of each book provide for further self-assessment and reinforcement.
 14. *Affirmation Posters*. The set includes fifteen 11" x 17" posters, each with an affirmation and colorful illustration (corresponding to each of the 15 virtues).
 15. *Affirmation Coloring Cards*, Each 8 1/2" x 11" card contains a simple outline for children to color and trace (using their own handwriting). Global Classroom Catalogue.
 16. Popov, Linda and Dan and John Kavelin. *The Virtues Guide*. This book describes 52 virtues. Each of these chapters contain strategies that show WHAT is the virtue?, WHY practice it?, HOW do you practice it?, SIGNS OF SUCCESS and a daily AFFIRMATION. The Council for Global Education, P.O. Box 57218, Washington, DC 20036-9998, 202-496-9780.



17. Global Classroom. *FREE CATALOGUE*

This is a comprehensive catalogue of almost 300 educational resources, activities, guidebooks and curricula on character and values, service to the world, cooperation and conflict resolution. The Global Classroom, P.O. Box 584, Williston, VT 05495-0584. 1-800-211-5142

18. Wolf, Aline D. *Nurturing the Spirit in Non-Sectarian Classrooms*. Practical suggestions for nurturing the universal spirit of a child and teacher. Parent Child Press, P.O. Box 6759 Hollidaysburg, PA 16648.





B. Solving Problems/Resolving Conflicts



1. Abrams, Grace Contrino. *Creative Conflict Solving for Kids*. Second ed. 1986. Peace Education Foundation, Inc., Box 19-1153, Miami Beach, FL 33119. Excellent resource book with reproducible student worksheets for incorporation into social studies, science, language arts curricula. (4 - 9)



2. Carnegie Commission. *Preventing Deadly Conflict*. Final Report. 1997. Carnegie Corp. of New York. Carnegie Commission on Preventing Deadly Conflict. 1779 Massachusetts Avenue, NW, Suite 715, Washington DC 20036. (202) 332-7900. Study to determine the functional requirements of an effective system for preventing mass violence and to identify the ways in which such a system could be implemented.



3. Drew, Naomi. *Learning the Skills of Peacemaking*. Rolling Mills Estates, CA. Jalmar Press, 1987. Order from Partners in Peacemaking, 120 Finderme Ave., Bridgewater, NJ 08807. A new resource on personal, interpersonal and global peacemaking skills. Includes many ideas on appreciating cultural differences.



4. Ekinstein, Vivian. *Conflict Resolution*. St. Paul, MN. West Publishing, 1985. A clear presentation of dispute resolution, including negotiation, mediation and arbitration. Grades 7-12. Includes clarifying definitions for all mediators.



5. Park, Mary Joan. *Peacemaking for Little Friends* (60pp), *Creating A Peace Experience* (80pp). Little Friends for Peace, 4405 29th St. Mount Rainier, NM 20712. 1985. Practical suggestions on how to cultivate a nonviolent, problem-solving environment at home and in the neighborhood. Peace activities for the classroom and at home. K-6.



6. Prutzman, Priscilla. *The Friendly Classroom for a Small Planet*. Children's Creative Response to Conflict Program, Box 271, Nyack, New York 10960-02771. 1987. A handbook on creative approaches to living and problem-solving for children.



7. Rasmussen, Katie. *Educating for Peace*. Lagunitas School, San Geronimo, CA 94963. Synthesis Project (6-9), Montessori Teacher Education Center, San Francisco Bay Area.



8. Webster-Doyle, Terrence. *Fighting the Invisible Enemy*. Atrium Publications, PO Box 938, Ojai, CA 93024-0938. 1990. Solving conflicts through understanding conditioned thinking.



9. Webster-Doyle, Terrence. *Tug of War*. Atrium Publications, PO Box 938, Ojai, CA 93024-0938. 1990. Practical skills for peace making.





10. Educators for Social Responsibility. *Elementary Perspectives*. Activities that teach concepts of peace and conflict. Discusses the benefits of appreciating diversity. Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138. 1 (617) 492-1764.




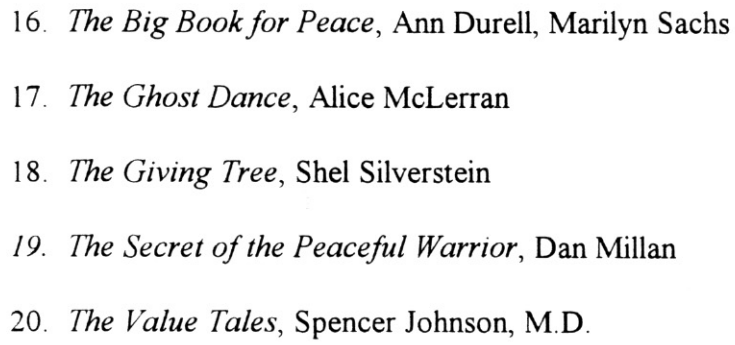
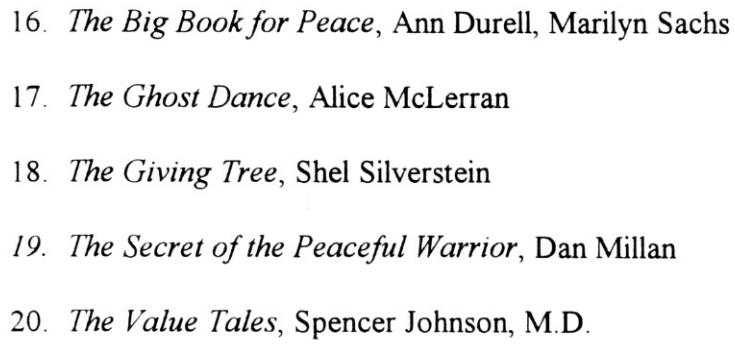
11. Wichert, Susanne. *Keeping the Peace*. New Society Publishers, PO Box 582, Santa Cruz, CA 95061. 1989. Practicing cooperation and conflict resolution with preschoolers. Tools to help parents and teachers create an environment in which the level of conflict is low. The adults guide the resolution process so that it works for the child and can be used again..





C. Books to Read to Young Children

1. *Something Special Within*, by Betts Richter. Devorss & Co., 1978. This book introduces children to the love and light that dwells within each of them and suggests ways to let their lovelight shine.
 2. *Old Turtle*, by Douglas Wood. Pfeifer-Hamilton Publishers, 1992. This is a beautiful fable that promotes a deeper understanding of the earth and our relationship with all the beings that inhabit it.
 3. *All I See is Part of Me*, by Chara Curtis. Illumination Arts, 1989. A child discovers his common link with all of life.
 4. *What is God*, by Etan Boritzer. Firefly Books, Ltd. (Canada), 1990. A useful book for times when children ask questions about God and religion.
 5. *Lifetimes*, by Bryan Mellonie. Bantam Books, 1983. A beautiful way to explain death to children.
 6. *I Was Good To The Earth Today*, by Susan Starr. Earth Options Institute, 1992. Practical everyday suggestions.
 7. *Peace Begins With You*, by Katherine Scholes. Sierra Club Books. The importance of personal peace.
 8. *Peace on Earth*. A beautiful book of prayers from around the world collected by Bijou Le Tord. Doubleday, 1992.
 9. *Somewhere* by Jane Baskwill. Monda Publishers. A gentle poem about all the marvelous things that make up life.
 10. *The Earth and I*, by Frank Asch. Harcourt Brace & Co. A story about a special friendship.
 11. *Material World* by Peter Menzel. Sierra Club Publishers. Shows families and their possessions around the world. (Elementary)
 12. *Children Just Like Me*, by Earnabas and Anabel Kindersley. A UNICEF book about children around the world. (Elementary)
 13. *Brother Eagle, Sister Sky*, Chief Seattle
 14. *How the Children Stopped the War*, Jan Wahl
 15. *Our Peaceful Classroom*, Aline Wolfe
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About the Author

Andrew Kutt is Founder and Director of the *Oneness-Family School* in Chevy Chase, Maryland. He has twenty years of experience as a school administrator, teacher trainer, teacher and public speaker. Early in his career as a teacher, he recognized that the traditional curriculum is inadequate to teach children the tools they need to deal with their own feelings and with the global problems of the world they live in. *Living in Harmony* embodies the lessons that he developed during these decades of searching for an expanded approach to education. In addition to this book, Andrew has developed educational materials in the areas of conflict resolution, multi-cultural studies, world religions, universal values, multiple intelligences, positive discipline, and personal development.

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