

SATHYA SAI INTERNATIONAL ORGANIZATION-USA



SAI SPIRITUAL EDUCATION- NATIONAL REFRESHER AND ENRICHMENT

July 19 2020

Child Development- Creating a New Mindset

SSE Group 3-Workbook

“In the tender hearts of the children, there is much potentiality of devotion and attachment to higher ideals and objectives; this can be developed and cultivated by you. Do not think that they do not know anything; that you can divert them any way you wish; this is a mistake. Recognize the great potentials of the child; adopt such methods as the child himself might suggest or indicate, Help the child to reach Godliness and become aware of its high destiny.” Sathya Sai Baba [July 10, 1974]

TOPIC INTRODUCTION

Slide #4: What the world needs today is neither a new order nor a new education nor a new system nor a new religion. The remedy lies in a new mind. - SS 12:81, 274.

Key learnings

Slide # 5: A New Mind?

Key learnings

Slide # 6: To bring out from within. The atma is our innermost reality. And that is what EDUCARE should bring out. - Sri Sathya Sai Baba Discourse, July 4, 2001

Key learnings

Slide # 7: Mind-CARE

- **C**- Creating patterns and behaviors
- **A**- Accepting student development/need (including special needs children)
- **R**- Responding appropriately
- **E**- Encouraging Discipline and Elevating Consciousness (meditation)

Key learnings

Slide # 8: How Can I Be Responsive?

1. Be aware of developmental milestones.
2. W.A.T.C.H. yourself.

Key learnings

Slide # 9: How Can I Be Responsive?

- **W** – What am I observing without judgement?
- **A** – Are my children telling me something?
- **T** – Think of the reason behind their words/ actions/ emotions?
- **C** – Check your words/ actions/ emotions.
- **H** – How can I help following my heart?

Key learnings

Slide # 10: How Can I Be Responsive?

Keep the balance between love and law. A good teacher can control his/ her students with just one look - a firm look. - Puttaparthi, 22 February 1987.

Key learnings

Slide # 11: How Can I Be Responsive?

When you tell them not to do something, you must also tell them what you would like them to do instead. - Brindavan, 8 April 1989

Key learnings

BREAKOUT SESSION

Introduction

Description of the activity and your task

1. Read through the following lesson plan that was designed for Group 1.

2. Discuss how you would change it into a lesson suitable for Group 3. Keep the spiritual objective the same. Everything else can change or maybe just how you present the various elements changes. Do not give us a completed lesson plan (since that takes more time). Rather, discuss amongst yourselves how you will change the lesson for Group 3. This is an exercise for you to reflect upon who your students are; what your focus is; and what you want to convey through your lesson.

Ask yourself, "Am I presenting this lesson in a way that my students understand what the focus of the lesson is and have I constructed the 5 elements of the lesson plan (story, quote, life application, prayer, and affirmation) in an age-relevant manner?"

Helpful tips:

1. Keep your focus lasered in on the spiritual objective.
2. Refer to the developmental milestones.

Think about the diverse backgrounds and personalities of your students and be sure it is inclusive.

Sai Spiritual Education, Group 1 Lesson

Value: Peace

Subvalue: Patience

Spiritual Objective: Children will learn that patience is the ability to endure waiting, or delaying gratification without becoming annoyed or upset. It allows one to control their tongue, hands and teaches one to just wait their turn.

Silent Sitting: Close your eyes. Remember what level you want to be in your favorite sport by the end of 3rd grade. Remember all the effort and time you have to invest to achieve that level. Imagine you are able to give all the effort and time tomorrow, Monday, into the sport. Will you be able to achieve that level in one day, even with all the effort and time? You will have to be patient and wait till the end of 3rd grade to achieve that level.

Story: Once Shivaji, a great king from India, lost his way while going from one fort to another. He looked around from a hilltop but could not see any village nearby. The night was advancing fast. As he started coming down the hill, he saw a dim light twinkling in the distance. Going in that direction, he soon reached a hut.

Inside the hut was an old woman who welcomed him, thinking that he was a soldier from Shivaji's army. Seeing that he was tired and hungry, she gave him warm water to wash his hands and face and also spread a mat for him to relax upon. After he had sufficient rest, she brought a plateful of hot rice and curry and placed it before him.

Shivaji was so hungry that he quickly put his hand into the rice and curry to lift a big morsel to his mouth. The hot food burnt his fingers and immediately, he grabbed his hand, spilling some food on the floor. The old woman saw what had happened and remarked, "Oh, you seem to be as impatient and hasty as your King, Shivaji, that's why you burnt your fingers and lost some food, too." Shivaji was both amused and surprised by these words. "Why do you think my King Shivaji is impatient and hasty?" he asked.

The old lady innocently began to explain. "Look here, my dear son. Don't you see, Shivaji is ignoring the smaller forts of his enemy and trying to capture only the big forts? Just as your impatience to eat burned your fingers and caused spillage of food on the floor, Shivaji's impatience to defeat the enemy is causing him both worry and loss of a number of men from his brave army. You should have first eaten the cooler food at the edge of the plate and then the food in the center. So, too, Shivaji should start taking the small forts first and strengthen his position. That will help him to conquer the bigger forts quickly and without much loss of his soldiers." Shivaji was quick to grasp the wisdom in the old woman's words. He realized that one should avoid making haste in any undertaking.

Moral: The above incident teaches us the virtue of patience. In any undertaking, one should patiently take small and steady steps instead of hurrying to take big ones to be successful. For example, if one normally wakes up daily at 8 am but wants to wake up early at 6 am, instead of trying to immediately start waking up at 6 am, one should change one's waking hour in short steps, such as 15 minutes at a time. Similarly, one should not be impatient about one's spiritual progress.

Activity: Use a timer and show them how long 5 mins is. Let them see time pass. Separating lentils and rice grains.

Quote: Be calm, be patient

Affirmation: I am happy when I am patient

Life Application: Use a sand clock for 1 min or a YouTube timer, sit quietly and chant the Gayatri Mantra the whole time. Slowly increase the time if you can handle it.

Developmental stages- (from the pre-read material)

SSE GROUP 3 (Grades 7 - 9) (A lot of Group2 behaviors as it's a continuum)

Cognitively:

- Accurate perception of events; rational, logical thought.
- Concrete thinking.
- More effective coping skills
- Understands how his behavior affects others.
- They just about begin systematic problem solving: can attack a problem, consider multiple solutions, and plan a course of action. This is not strong yet as the prefrontal cortex is still developing. They can get confused.
- Self-awareness thereby can be skewed and needs a boost

Emotionally:

- During the early years of adolescence, the teens' emotional circuitry in the brain is developing. Their feelings seem more amplified. They may have higher highs and lower lows.
- Self-conscious about physical appearance and early or late development.
- Body image is rarely objective, emotionally liable to change.
- May overreact to parental questions or criticisms.
- Engage in activities for intense emotional experience.
- Risky behavior because they are novelty seeking
- Blatant rejections of parental standards.
- Rely on peer groups for support.

Socially:

- You begin to see a psychological shift/distance self from parents.
- Identify with a peer group.
- Social status largely related to group membership.
- Social acceptance depends on conformity to observable traits or roles.
- Need to be independent from all adults.
- Ambivalent about sexual relationships, sexual behavior is exploratory.

Here is what you can do:

1. You are one of the main catalysts that can help lay a strong foundation of values for them- human values that they can rely on to develop their God Positioning System (GPS) for life and find their purpose.
2. Have a positive relationship with the students. Be an authoritative guru, who gives them a sense of security by making sure you set expectations well. This way, they know what to expect and feel in control through this phase in life. They also appreciate consistency.
3. Be very clear about Swami's expectations of them as HIS students.
4. Clearly establish boundaries of what is acceptable behavior and what is not.

5. Pay attention to their body language.
6. You may begin to see quieter children in class.
7. Have classes discussion-based but avoid debates.
8. Inspire them at this age. Introduce them to noble people and their impact on the world.
9. Talk TO them. - establish mutual trust, understanding.
10. Plan classes where current events and Swami's lessons are woven together.
11. Always start with the spirituality. Identify the human value and use current events as only an example of that value.
12. Plan presentations and programs with them.
13. Think of mini projects for the students to get involved in where they can take initiatives.
14. Find their hidden talents and promote it. Develops self confidence
15. Most schools have programs that educate the children on drugs, bullying, social media, safe driving and alcohol. These ongoing programs through multiple years of middle and high school allow children to learn from experts. They know the basic do's and don'ts.
16. As an SSE Guru, our task begins from where they left off, fostering the confidence to be 'that' kid who treads on the least taken path. We can help them develop courage, self-confidence, determination to keep one's body and mind healthy and most importantly, encouraging good company.
17. Teach them that emotions are transient, and they pass. It helps them develop resilience.
18. As a Guru, respond, do not react. Take your time to think about the root of the problem and not get carried away by the symptoms.

Discussion

WRAP-UP

Slide # 13: Reflection and Commitment:

- SSE Group 1
- SSE Group 2

Key learnings

Slide # 13: Reflection and Commitment:

- SSE Group 3
- SSE Group 4

Key learnings

Slide # 14: Conclusion

Key learnings

Guest speaker

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REVIEW

A) Something new I learnt from the workshop and B) Concepts that were reinforced and deepened.

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COMMIT TO PRACTICE

After review and reflection, commit to bring one new concept/best practice that you learned into regular practice. This is a personal commitment you are making to Swami.

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