

SATHYA SAI INTERNATIONAL ORGANIZATION-USA



SAI SPIRITUAL EDUCATION- NATIONAL REFRESHER AND ENRICHMENT

July 19 2020

Child Development- Creating a New Mindset

SSE Group 4-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 2.
2. Discuss how you would change it into a lesson suitable for Group 4. 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 4. 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?”

Suggested Outline

a) Prayer b) Spiritual objective relevant to the topic and the class c) Quote and an affirmation that ties to the lesson plan d) Modify the lesson plan on the topic - maybe a story, maybe a write up, or a combination for discussion. E) F) Reiterate the objective G) Discussion on Life Application

Deliverables

Modified Lesson Plan appropriate for your Group 4 Class
Info on how you made it engaging for virtual classroom (for COVID)
Conclusion: Any special observations and or group consensus.

SAI SPIRITUAL EDUCATION LESSON PLAN - Group 2

Value: Duty

Sub-value: Using time wisely

Opening: 3 Oms and silent sitting

Quote: “Everyone has one thing in common: A twenty four hour day. Time waste is life waste.”

The following discussion questions can be answered individually and then discussed in class.

HOW I USE MY TIME

1. When I am called to get up in the morning, I
 - a) get up straight away
 - b) decide to have another 5 or 10 minutes in bed
 - c) go back to sleep

2. When I have school homework, I....
 - a) do it after watching television
 - b) do it after playing
 - c) do it as soon as I get home

3. When it is my bed time, I...
 - a) play around hoping to stay up a bit later
 - b) go to bed when I am told to
 - c) say I will go when the TV program I am watching is finished

4. One thing I could change to use my time better, is

5. I have had a lot of homework and my school books are all over the table, I am very tired so I.....
 - a) go straight to bed and tidy up the next day
 - b) go straight to bed as someone else will tidy up anyway
 - c) tidy up then go to bed

6. I clean and tidy my own room
 - a) several times a week
 - b) once a week
 - c) every fortnight
 - d) once a month
 - e) in the school holidays
 - f) never

STORY: The early bird

Sally was a little girl who was always late. Every morning instead of getting out of bed when her mother called her, she snuggled down for another twenty minutes. Then she had to wash and dress quickly while her mother kept telling her to hurry up or she would be late for school. She had to eat up her breakfast quickly and rush out of the door, often forgetting to take with her something important like her pencilcase in her haste. When she got to school, she was always the last to arrive and had to sit wherever there was a space left. She had a different excuse every day for being late. She became rather good at making up excuses. Then, one day, Sally woke up before her mother came into her room. A bird was singing outside her window. It was such a beautiful wsongthat she jumped out of bed to look at it. There was the bird, a thrush, singing with joy just because it was another new day. Sally felt so happy. She thought she would give her mother a nice surprise and wash and dress without being asked. She had plenty of time to get everything ready for school. Even after breakfast, seemed to taste better, because she had time to enjoy it.

When she arrived at school, she had time to say hello to her friends before the lessons began and choose where she wanted to sit. And just as she started to think of today's excuse for being late, she

realized, Oh, she didn't have to think of one! Sally even enjoyed classes more because she had started in a calm state of mind.

At the end of the day, she said to herself, "thank you, little bird. I ever realized how much nicer it is to be early rather than late. And she was never late again.

Questions

1. How did you feel when you listened to the story?
2. Did it remind you of anything in your own life?
3. Why was Sally always late for school?
4. What was the result of being late?

Developmental Stages- (from the pre-read material)

SSE GROUP 4 (Grades 10 - 12) (A lot of Group3 behaviors as it's a continuum)

Cognitively:

- Are more able to think about and understand abstract ideas such as morality.
- Know the right thing to do.
- They also begin to understand other people better.
- Even though they have a certain amount of empathy and can understand that others have different ideas, they often strongly believe that their own ideas are the truest.
- Self-centered thoughts and behaviors may sway them to act with little thought about the end result.
- Just as in Group 3, the prefrontal cortex (seat for problem solving) in the brain is still developing and is not fully developed until mid-twenties. Therefore, they tend to make riskier choices than adults as they find it enjoyable, even if it is hypothetical.
- Includes idealistic views, philosophical and futuristic concerns.
- Beginning to form their own code of values

Emotionally:

- Examination of others' values, beliefs.
- Forms identity by organizing perceptions of one's attitudes, behaviors, values into coherent "whole."
- Identity includes positive self-image composed of cognitive and affective components.
- Much of teens' emotional and social growth is about finding their place in the world. They are trying to figure out "Who am I?" and "How do I fit in?"
- This is a group that is under pressure to perform well in school.
- Additional struggles with identity formation include minority or bi-racial status, being an adopted child, child of a single parent, gay/lesbian identity.

Socially:

- Friendships based on loyalty, understanding, trust.
- Self-revelation is the first step towards intimacy.

- Conscious choices about adults to trust.
- Respect honesty & straightforwardness from adults.
- Begins to see their role in society.

Here is what you can do:

1. Be a friend but clearly establish boundaries.
2. Empathize with them and be non-judgmental. This age group is under a lot of pressure.
3. Strengthen their understanding of and relationship with Swami.
4. Be committed and be consistent.
5. Be cognizant that just because you covered the material, doesn't mean they get it.
6. Teach what you are comfortable with and always anchor your lesson in one spiritual principle that is very behavior oriented so it's easy to follow through.
7. Lead by example both in center and outside of center. At this age they can fully see through us as adults.
8. Admit any mistakes made.
9. Develop leadership skills among your students.
10. Help them with goal setting.
11. Remember – they want to be treated as adults – but they are still kids.
12. Remember to celebrate nonacademic, extracurricular achievements to show children what a good human being/successful one is. It shows them EACH of them is valuable and special.
13. Encourage responsible behavior over social media and its impact on them for life.
14. Encourage routines, healthy habits, morning rituals and need for good sleep. Swami has given a lot of directions for this very reason.

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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