WINNING IN THE GAME OF LIFE™

TEACHER'S HANDBOOK

THIS BOOK BELONGS TO

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INTRODUCTION

When our young people feel frustrated and helpless, we can empower them by helping provide tools to enable them to discover their true potential. This programme has been written to support schools when developing pupils' spiritual, moral, social and cultural development. It is aimed, primarily, at Years 4 and 5.

Winning in the Game of Life is a multi-faceted programme that empowers children to make better choices in the face of any challenge in their lives. Skills taught through Winning in the Game of Life provide tools to give them a sense of purpose and increase positive behaviours, such as leadership, social, and study skills. By exploring and learning spiritual principles, children begin to understand that no matter what their current circumstance is, they can tap into their inner power to change their lives for the better.

The Winning in the Game of Life programme also builds a healthy sense of self-esteem while fostering and deepening the desire to share and contribute to the betterment of humanity. Pupils will have improved relationships and more resilience to become responsible and proactive adults.

Winning in the Game of Life helps pupils build their:

- Problem Solving Ability: understanding cause and effect, foreseeing the consequences of their actions.
- Self Esteem and a sense of Autonomy: the power to impact the amount of happiness and satisfaction they bring into their lives by making wise choices.
- Social Competence Skills: having the ability to see and feel another's perspective, being caring, sharing and tolerant with others.
- A Sense of Direction: knowing their purpose in life is to develop their inherent potential and share with the community and world around them. These skills, when developed and practised, build resilience in children.

This programme was written by professional educators with clear goals and objectives stated in each lesson and activity. All of the goals are tailored towards developing spiritual, moral, social and cultural values.

In addition, it is designed to meet the learning needs of each and every pupil with different styles of learning such as visual, kinaesthetic, auditory, etc. The children enjoy games and art projects which help them learn. They move through a structured

process, enabling higher level thinking and analysis, which they can apply throughout their lives.

Each pack comprises the following teaching materials:

- A series of 12 lessons to be used in class with accompanying video clips

Winning in the Game of Life is a completely self-paced and flexible programme based upon pupil needs. Teachers may determine the amount of time needed for each lesson, be that a single lesson or stretched out over a longer period of time.

Within the lessons you'll find exercises and activities and learning styles to engage pupils in years 4 and 5. Each lesson works as a building block upon the last, giving pupils a step up on developing their spiritual, moral, social and cultural understanding. It's important that both you as teachers and parents help them through each step as they take the climb. With a combination of video lessons, games, recommended literature, creative activities and a reflective journal pupils will have fun as they learn valuable spiritual concepts and values.

The Lessons

Each individual lesson is divided into the following five key areas
Step 1: Watch the accompanying video
Step 2: Do an activity session
Step 3: Create
Step 4: My Reflective Journal
Step 5: Ideas for Parents and Guardians

There are also Pickup Points, Key Vocabulary and Rules to show the purpose of the lesson and combine the three ideas of empowerment, tools and potential.

Some of the ideas considered include:

- Rules are part of the game of life
- We all have an inner goodness and Spiritual Light
- What we really want are good feelings
- What is it that stops our happiness?
- Challenges are opportunities
- Caring for ourselves and others
- The Four-step plan: Stop, Calm Down and Chill Out, Ask, Share
- Sharing: Why, What, How?
- 'No man is an island'; we are all connected

Pupils' Workbook and Reflective Journal

It is suggested that this is used as part of the lesson programme. Teachers may wish to keep the Reflective Journal separate from the Workbook so that it becomes something confidential to the pupils and one that they can share only if they wish.

Ideas for Parents and Guardians

The Government is keen to develop parenting skills and support for parents. One of the additional benefits of this programme is the way it incorporates 'Ideas for Parents and Guardians'. These are follow-up tasks to be used by parents at home. Winning in the Game of Life offers an opportunity for schools to work closely with parents and for parents to work alongside their children.

It is suggested that parents and guardians be creative when making the art projects. These are only suggestions. Parents and guardians are encouraged to experiment and improvise. The suggested activities are designed to incorporate the concepts and values into children's daily lives. Winning in the Game of Life provides a vocabulary and simple tips for parents and guardians to practise with their children throughout their normal routine. Most of all, these lessons are a great way for parents and guardians to spend time with their child or children in a creative and inspiring way. So what are you waiting for?

HAVE FUN!

LESSON 1: LIFE IS LIKE A GAME

INTRODUCTION:

This first lesson introduces the central theme of the Programme, “Life is like a game,” and will help your pupils to see the importance of rules and values and that knowing and following these will lead to a happier and more fulfilled life.

The story is of a young boy named Ari who, like many young people, is idealistic, wide-eyed and a little bit sarcastic. This sarcasm gets him into trouble when he visits Mr. Why’s toy store. Mr. Why sees an eagerness to learn within Ari and gives him a special game called The Game of Life.

Ari rushes home to play the game and finds himself trapped in an alternative universe where he needs to learn the rules of the game in order to get back home to his own life. Luckily, along Ari’s interactive journey, Mr. Why is his guide.

Ari gradually discovers that everything he is learning in the game helps him in real life as well.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

Give out the Workbooks and explain that each time the pupils meet Ari they will have some tasks to complete in his Workbook. Some of these will be done in school and some at home with their parents. Turn to page 4. This join the dots activity gives pupils the opportunity to experience both the negative effects when the rules are unknown and positive results when the rules are known, while providing a dialogue and positive conversation to explore their emotions.

Ask the pupils to complete the dot-to-dot Part 1 without the instructions. Allow a few minutes. If pupils mention that there is something wrong with the worksheet, assure them that the worksheet is fine but that there is something else they need to complete the task. Ask pupils what they need in order to complete the task successfully.

Provide the pupils with the dot-to-dot Part 2, page 5, this time with instructions. Allow the same number of minutes to complete the picture. When time is up, compare both attempts at completing the picture – with instructions and without instructions. Guide pupils through a process of reflecting on how they felt when with the instructions and without the instructions. Questions to ask may include:

- What happened when you didn't have instructions?
- How did you feel?
- What did you want to do?
- How did you feel when you knew the instructions?
- Why do you think you felt like that?

Open up a dialogue with the pupils on instructions / rules e.g.:

- What do rules mean?
- Are instructions / rules important?
- Discuss class rules
- How do they help?
- How can instructions / rules help us in life?

STEP 3: Create:

ACTIVITY

SETTING RULES

Have a selection of game items on each table, e.g. dice / counters / chess pieces etc.

Ask pupils in pairs to choose 3 objects and create a game. The pupils have to invent a game and write a set of rules using their three objects. Once complete, exchange games and evaluate each other's instructions

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect and respond to the following questions:

- What are some of the rules you are aware of in your life, and how are those rules helpful? Think rules in your home, school, your neighbourhood and other places you may visit.
- Describe the kind of world we would live in if there weren't any rules.
- What rules are the hardest for you to follow? Why?

PICK UP POINTS

- The Game of Life is made up of the same basic components as other games: Rules, goals, players and challenges.
- To play the Game of Life well, we first need to identify the components and follow the rules.
- We are all playing the same Game of Life together, and therefore the same rules apply to everyone.

KEY VOCABULARY

RULES

Guidelines for our behaviour that keep us on the winning track of the Game of Life

RULES

RULE 1: THERE ARE RULES TO THE GAME OF LIFE

STEP 5: Ideas for Parents and Guardians

In this activity, you can clearly define the rules you would like to implement at home as a family.

1. Open up a dialogue with your child on rules with questions such as:

- What do rules mean? Rules are guidelines for our behaviour.
- How can rules help us in life? Rules can help us by protecting us, keeping us safe, learn new things, enjoy each other, enjoy our neighbourhood, and be successful.

2. Explain that you would like to take some time to work together to create a set of rules for the home.

3. As a family, sit down and choose what rules you would like to implement. When deciding on the guidelines for your home, it is important to remember the reason for setting the rules, such as: To create order, clarity and understanding so that everyone is happier and more comfortable. Make an effort to have between 7-10 rules and state them in the affirmative. For example, "Do your homework before going out to play" instead of "Don't go out to play until you do your homework."

Tip: Take turns, allowing each family member to state a rule and explain why the rule is important to the family. Listen to your child's ideas and make sure to incorporate them; a child who feels part of the process will be more inclined to participate. It is helpful for parents or guardians to decide on specific rules ahead of time, such as guidelines for bedtime, homework, playtimes and chores.

4. Once the rules have been chosen, write them on poster paper and let your child decorate it. Hang the rules up as both a visual reminder and a symbol of the effort you made together as a family.

LESSON 2: SPIRITUAL FULFILMENT

INTRODUCTION:

More toys! Extra sweets! New designer trainers! New video games! It seems as if no matter how much our children receive, they always want more. In this lesson, discover what truly motivates their desires in the Game of Life and why material things are only transitory as opposed to offering spiritual fulfilment.

INTRODUCTORY ACTIVITY

ACTIVITY

Help the pupils to understand the difference between physical things and material things. Find things of different shapes and sizes from different areas of the classroom.

Can they be touched, measured, weighed or counted? Some are natural physical objects such as stones, leaves etc.

Share with pupils how anything we see with our eyes, no matter how big or small, from an ant to a castle, material or physical, will not last forever.

- Ask the pupils to choose 5-10 things that they would really like.
- Ask the pupils if all of these objects are the same as they would have wanted 6 years before.
- Discuss with the pupils how materials will not last forever.
- Ask the pupils to consider if they will still want these objects in 6 years time?
- Ask the pupils what 3 items they would like to save from a burning house. Try to guide them as to whether these 3 things are really important or whether there are other things that are more important to them?
- Discuss with the pupils whether they might still want to save these 3 things in 10 years' time?
- Let the pupils know that in this lesson they will learn the difference between material things and the feeling we get from those things.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

MATERIAL THINGS VS SPIRITUAL FULFILMENT

This activity will help your pupils identify the material things they want and how these things make them feel. Once the two lists are created, your pupils will have the opportunity to differentiate between the two by understanding that material things will not last and will only give temporary satisfaction.

Turn to page 8 in the workbook. Material Things vs. Spiritual Fulfilment Ask the pupils to discuss in pairs the chart and then fill in their individual responses.

Ask pupils to write the appropriate title on each side. Material Things on the left and the Spiritual Fulfilment on the right.

On the left side of the T-chart the pupils write at least 5 things they want. For example: a new bike, a video game, money etc. On the right side of the chart have your child write the different feelings they might get from these things. For example; a new bike makes me *feel* happy; a video game makes me *feel* excited; money makes me *feel* secure etc.

Once the lists are complete, discuss with the pupils the difference between the two lists.

Share with pupils how material things we want can change throughout our lives but the Spiritual Fulfilment we get from these things we'll always want. For example: You won't want the same TV if it broke but you'll still want the feeling you get from it; or you may get sick of watching the same episode for a whole month but you will still want the feeling you get from watching a show you really like.

STEP 3: Create:

ACTIVITY

OUR GOALS

Guide pupils through the following exercise:
Look at the list below. They are examples of goals that you might aspire to in the future.

- A good job
- Good health
- Vast wealth
- Fame
- A sense of humour
- Generosity
- Compassion

BE A CLASS REPORTER

In pairs write a list of 5 questions that you might ask each other about your future goals.

For example: What do you want to do when you leave school?

Consider not only material things but Spiritual Fulfilment and values that you think are important. Interview each other and write up your reports. Share your reports with others in the class. Are any of your goals the same or similar? As a class consider how you might feel if you do not reach your goals, does that mean you will not experience Spiritual Fulfilment?

STEP 4: My Reflective Journal

Using their Reflective Journals allow pupils to reflect and respond to the following:

Fill out the chart on page 8 with the material things you wanted and the spiritual fulfilment you received from it.

Guide your pupils to see that the items written on the list of material things change over time because we desire different things throughout our lives.

PICK UP POINTS

- Material things are temporary
- Spiritual Fulfilment is long-lasting and intangible.
- Spiritual Fulfilment is our main goal in life.
- Our material goals may change throughout our lives, while our desire for Spiritual Fulfilment remains constant.
- Winning the Game of Life equals being happy and spiritually fulfilled.

KEY VOCABULARY

MATERIAL THINGS:

Things that can be measured, weighed, or counted. Things that do not last forever.

SPIRITUAL FULFILMENT:

All the feelings that we really want (happiness, love, excitement etc.) that cannot be measured, weighed or counted and can continue

GOALS:

A desired result or achievement

RULES

RULE 2: SPIRITUAL FULFILMENT IS WHAT WE REALLY WANT.

STEP 5: Ideas for Parents and Guardians

Materials:
Coloured markers/crayons
Magazine cut-outs
Stickers/craft
Decorations
Glue

Instructions:

1. If working outside the workbook, tell your child to label the top of their white poster as “My Goal Board”.

2. Explain to them that they will be creating a collage or drawing of their goals from their list of both physical things and spiritual fulfilment that they want to experience.

3. Encourage them to use markers, crayons, magazine cut outs, stickers or any other craft decorations you have at home to create images of their desires and goals.

4. After it dries, choose a spot with your child to their new goal board where they can see it every day as a reminder.

5. Take 5-10 minutes with your child to talk about their new goal board. Make an effort to learn something new about your child with questions about their illustrated short-term and long-term goals. This is also a good time to review the new concepts learned in this lesson:

- Through the process of reaching your goals, what spiritual fulfilment will you also achieve?
- If you do not reach your goals, does that mean you will not experience spiritual fulfilment?

Tip: Keep in mind that material things do not last forever and may change throughout our lives. Experiencing Spiritual Fulfilment does not depend on whether or not we reached the goal, but rather it is the journey of discovery that matters.

LESSON 3: SPIRITUAL LIGHT

INTRODUCTION:

Spiritual Fulfilment is our goal in life but sometimes our pupils lose their way in achieving that goal. They may feel lost, scared or frustrated – like dark clouds loom over their heads. In this lesson, we learn that just as the sun is always shining behind dark clouds, so is Spiritual Light - the source of positivity, strength, clarity and certainty.

INTRODUCTORY ACTIVITY

ACTIVITY

Talk to the pupils about darkness and how it makes them feel. Discuss how often even familiar places become very different in the dark. For example: strange noises and shadows. Make a list of some of the pupils' fears and the difficulties that darkness might bring. What would they find difficult? Re-assure the pupils then turn off the lights in the classroom and make as dark as possible.

Now light a candle. Discuss how that makes the pupils feel. Talk about how a candle can be reassuring.

Look closely at the brightness of the flame. What happens to the darkness when we light the candle? Can there be darkness where there is light? Light can help us in understanding more about Spiritual Light. Let's watch the following video to learn more. Using votive candles, light other candles from the original one show the pupils how the candle light can be passed on but how the original candle does not lose its luminosity.

How do you feel when the darkness goes away and is replaced by light? Just like the candle makes you feel reassured so too, Spiritual Fulfilment will give you feelings of warmth and reassurance.

STEP 1: Watch the accompanying video about the prism

Have a class discussion about the video to assess how much the pupils have understood about Spiritual Fulfilment.

STEP 2: Do:

ACTIVITY

Give the pupils a set of examples of 'Spiritual Fulfilment' to consider in pairs. (see Background Information for the Teacher)

Loving / Caring / Sharing / Trusting / Forgiving / Hoping etc

(Link to lesson 4 and the video)

Ask them to decide on 7 examples that they feel are important and make them feel warm and secure like Ari. Now go through the list with the class and agree a set of 7 examples of 'Spiritual Fulfilment' values that the class would like to feel will be important.

Display in the shape of a Rainbow.

Watch: Video 2

Discuss the video and its concepts with the pupils

Suggested reading from the extended reading section: 'All Things Bright and Beautiful' by Cecil Frances Alexander

STEP 3: Create:

ACTIVITY

The video says that
'Spiritual Light is the power that gives life to everything'. It is the power of 'loving, caring and sharing'. It helps the:

Flowers to grow
The sun to shine
The wind to blow

Talk to the pupils about the beauty of the natural world. Ask them to discuss this and to consider what things they feel should go into a class booklet on 'Spiritual Light'.

(Teachers might want to link this with the suggested reading book in the bibliography 'All Things Bright and Beautiful' by Cecil Frances Alexander.)

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect and respond to the following questions in their Reflective Journal:

- *Describe a time when you felt the power of Spiritual Light in your life – moments when you felt happy, cared for, free or excited.*

- *Describe a time when you did not feel any Spiritual Light in your life – moments you felt sad, lonely or angry.*

PICK UP POINTS

- Spiritual Light represents the Source of everything that exists in this world.
- Spiritual Light's nature is always to share.
- Spiritual Light represents the source of all Spiritual Fulfilment.
- Spiritual Light is always available to us.

KEY VOCABULARY

SPIRITUAL LIGHT:

Represents the source of everything that exists in this world; a force of constant sharing that provides complete and unlimited spiritual fulfilment and happiness.

RULES

RULE 3: SPIRITUAL FULFILMENT IS WHAT WE REALLY WANT

STEP 5: Ideas for Parents and Guardians

THE UNSEEN POWER BOOK

This activity allows your child to creatively interpret the concept of the Light through their own illustration of the Unseen Power book.

Materials:
Coloured markers/crayons

Instructions:
1. Using the Unseen Power book, help your child design the front and back covers, as well as a corresponding illustration for each story page, using markers or coloured crayons.

2. Ask your child to show you their illustrations and explain the story in their own words.

LESSON 4: I AM A KEY PLAYER

INTRODUCTION:

‘I can’t do it!’ ‘I’m not good at anything!’ We often hear our children utter these phrases of frustration when they feel discouraged, doubtful of themselves and ready to give up. With this lesson, they will begin to recognise their own Spiritual Light, self-worth, innate goodness and unique abilities.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

With playdough recap on the video giving each pupil their own piece of the dough as their own piece of Spiritual Light. Explain how each one of us is unique physically and spiritually and we each have very special Spiritual Light qualities. Ask the pupils to reflect on their individual Spiritual Light qualities while holding their piece of playdough.

Now, using a shoe box with a mirror in the base, have the pupils sitting in a circle. Pass the shoe box around the class. Ask the pupils to open the box when it is passed to them and they will see something very special. Before the pupils close the lid to pass on the box ask them to place their individual piece of playdough ('their personal Spiritual Light qualities') into the box. Place the box in a special place in the classroom for further reflections during the Winning of the Game of Life programme.

FIND OUR SPIRITUAL LIGHT QUALITIES

The following activity is a continuation of the previous lesson and will highlight the positive qualities of the pupils while teaching valuable methods to identify and remember their true selves, which can be used throughout the life-long process of self-discovery.

Ask the pupils in pairs to think of times when they have shown some Spiritual Light qualities.

Now consider some of the following scenarios:

- Someone hits you in the playground
- Someone tells lies and you find yourself in trouble
- An annoying brother / sister
- Not doing homework
- Cheating on a test

Use the list of Spiritual Light qualities on page 12 of the workbook, ask the pupils to consider how they might deal with these scenarios.

RECOGNISE THE SPIRITUAL LIGHT QUALITIES IN OTHERS

Ask pupils to recall a situation when a family member or friend shared a Spiritual Light quality with them. Ask how it made them feel.

Then ask pupils to recall a situation when a family member or friend did not share a Spiritual Light quality. How did it make them?

RECOGNISE THE SPIRITUAL LIGHT QUALITIES IN OTHERS

Using flash cards of Spiritual Light qualities. Place the cards in the centre of the circle of pupils. Ask pupils to choose a quality that they have noticed in one of their friends and to hand that person the card explaining why they feel that person shows the specific Spiritual Light quality.

STEP 3: Create:

ACTIVITY

Consider Spiritual Light qualities that you would like your class to aspire to.

Create a class collage of Spiritual Light qualities. You might want to bring in photographs of the class to add to this collage.

Make a list of these qualities to take home.

STEP 4: My Reflective Journal

Give your pupils the opportunity to reflect on the following questions in their Reflective Journal:

- Think about a time when you were expressing a Spiritual Light quality. What happened? How did you feel?
- Think about a time when you weren't expressing your Spiritual Light qualities. What happened? How did you feel?
- Do you always remember that everyone has Spiritual Light inside them? Why or why not?

PICK UP POINTS

- Each one of us is special and unique..
- We each have a spark of Spiritual Light within us.
- Inside each one of us, there is the tremendous power of Spiritual Light.

RULES

RULE 4: WE ALL HAVE A SPARK OF SPIRITUAL LIGHT INSIDE OF US

STEP 5: Ideas for Parents and Guardians

Instructions:

1. With your child, using the class list, create a list of all the different Spiritual Light qualities he/she has.

2. You may choose to use an actual picture frame or the picture frame in the workbook. Have your child decorate the frame with words and drawings that represent his/her Spiritual Light qualities and inner strengths.

3. Place a photograph of your child inside the frame or in the Workbook, and put the picture frame in special place to remind your child of the Spiritual Light qualities that are unique to him/her.

STEP 5: Ideas for Parents and Guardians

By placing your child's picture in the frame, it will serve as a reminder of your child's ability to reflect Spiritual Light.

BEGIN YOUR DAY WITH SPIRITUAL LIGHT:

1. In the morning, before starting the day, have your child randomly choose one Light quality from the list and discuss what it means.

2. Write down the Spiritual Light quality on a piece of paper and put it in a place where your child can refer back to it throughout the day (in a backpack, notebook, wallet, on fridge, etc.), and have your child make an effort to practice that specific Light-quality as many times as possible throughout the day, especially in challenging situations.

3. Explain to your child that it is a quality he/she already has and that all he/she just needs to do is remember it already exists.

END YOUR DAY WITH REFLECTION:

1. At the end of the day, before going to bed, have your child randomly pick out one Light quality from the list.

2. Read the quality and discuss what it means.

3. Ask your child to think about his/her day and answer the following questions:

- During which situations throughout the day was I able to reveal that specific Light quality?
- During which situations did I choose to not reveal that specific Light quality? Why?

STEP 5: Ideas for Parents and Guardians

PUT IT TO THE TEST:

1. When your child is faced with a difficult situation, choose a Light quality from the list and remind them that this is who they really are. Together choose the qualities from the list that you think will help your child in that situation.

2. Ask your child to try their best to behave with those light qualities in that situation.

3. Ask them how they felt.

RECOGNISE THEM IN OTHERS:

1. Have your child pick one Spiritual Light quality from the list.

2. Ask your child to recall a situation when family member or friend shared that Light quality with him/her. Ask how it made him/she feel.

3. Also, ask your child to recall a situation when your family member or friend did not share that Light quality with him/her. Ask how it made him/her feel.

4. Make sure everyone participating in the activity, children as well as adults, gets a turn to express themselves.

LESSON 5: MY OPONENT

INTRODUCTION:

The activities in steps 3 and 5 can be interchanged; however pupils may feel safer to write down their true feelings in a school situation and in discussion with their friends rather than with their parents.

Whether it's eating junk food, fighting with friends or cheating on a test, we often catch our pupils doing things they know they shouldn't do. In this lesson, they'll discover what it is that entices them to make decisions against their best interest.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

MY TWO VOICES:

Look at the two images of Ari above. You can see that Ari has a heart shape to show his true voice and an 'O' to show his opponent voice.

WHAT ARE MY VOICES TELLING ME?:

In this activity, pupils will identify and understand the difference between their True Voice and Opponent Voice.

Using cardboard cut-out puppets of Ari explain to the pupils about the two voices; the True Voice and the Opponent Voice.

Think about times when, like Ari, you have been tempted to do something or say something that you know was selfish (you were only thinking about yourself).

Open your workbook to page 14, 'What are my two voices telling me?'

STEP 2: Do: WHAT ARE MY VOICES TELLING ME?:

Read the first scenario with the pupils and discuss how they can fill in the chart of what their voices might tell them what to do.

Example: My brother wants to borrow my favourite video game

T = True Voice: Allow him to play, share with your brother.
O = Opponent Voice: He will ruin it, don't give it to him.

Ask the pupils in pairs to fill in what their True Voice or their Opponent Voice tells them to do in each situation given.

Ask them to talk about times when they could hear the Opponent Voice telling them to do something that was selfish ('I was thinking only of myself'). Ask them to add two more examples from their own experience.

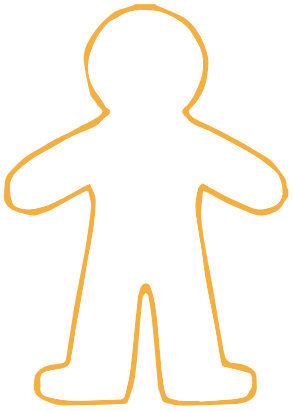
Now ask the pupils if they are willing to share some examples.

Go over each situation with the pupils and discuss their choices.

STEP 3: Create:

ACTIVITY

Fold a piece of paper into three parts like the one below. Ask the pupils to write down things that their Opponent Voice tells them on the left hand side and what their True Voice tells them on the right hand side.

My Opponent Voice The voice within that challenges me to take the easy way out and think only of myself.		**My True Voice** The voice within that connects me to Spiritual Light and encourages me to make an effort, share, care and think of myself and others.

(When complete you could add a photograph or a self portrait and turn it into a triptych)

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect on to the following questions in their Reflective Journal

- *Think of a time you chose to listen to your True Voice. What happened? How did you feel?*
- *Think of a time you chose to listen to your Opponent Voice. What happened? How did you feel?*
- *How are you going to try to overcome your Opponent voice?*

PICK UP POINTS

- We each have two inner voices guiding us in life. Our True Voice encourages us to make an effort, share, care and think of ourselves and others. Our Opponent Voice challenges us to take the easy way out and thinking only of ourselves.
- We are the only ones who can hear what our voices are telling us.
- We can distinguish between the two voices by asking ourselves "Am I thinking of myself and others?" or "Am I thinking of myself only?"
- Our True Voice gives us the opportunity to overcome our selfishness and win the Game of Life.

KEY VOCABULARY

TRUE VOICE:

The voice within that connects me to Spiritual Light and encourages me to make an effort, share, care and think of myself and others.

OPPONENT VOICE:

The voice within that challenges me to take the easy way out and think only of myself.

RULES

RULE 4: WE HAVE AN OPPONENT IN THE GAME OF LIFE

STEP 5: Ideas for Parents and Guardians

TWO VOICES, TWO PUPPETS ART PROJECT:

In this activity, your child will create a visual depiction of their two voices by constructing two hand puppets that can be used to act out different scenarios.

Materials

2 blank cloth puppets/or socks
Assorted coloured felt material
Buttons for eyes
Wool
Material
Glue
Markers

Instructions

1. Explain to your child that they will be making two puppets: a True Voice puppet and an Opponent Voice puppet.

2. Explain to your child that their puppets need to look like them, made with the same colour hair and eyes but the clothes can be decorated however they would like.

Tip: Explain to your child that the reason their Opponent Voice and True Voice need to look like them is because, in actual fact, they are their own voices.

3. Begin to construct the puppets by first creating hair with yarn in the same colour of your child's hair. Next, glue on the eyes, and create noses and mouths from felt or a marker. Then use felt to create clothing.

4. Explain that although the puppets look alike, that their True Voice has a heart. To emphasise this idea, cut out a felt heart and glue it onto the True Voice puppet.

5. Have your child use the puppets during the week to act out instances when they hear the two conflicting voices.

LESSON 6: MY CHOICES

INTRODUCTION:

Our pupils often place the responsibility for their happiness and fulfilment on their friends, teachers and, most often, their parents. In this lesson, they'll learn that long-lasting fulfilment and happiness are a result of choices they make for themselves.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

Our Opponent Voice is the voice challenging us to take the easy way out and think only of ourselves. Our True Voice is that voice of reason that encourages us to make an effort to share and think of ourselves and others. Listening to our True Voice helps us to change and become better people.

Read the poem below about 'Spiritual Light'.

Your Spiritual Light is like the sun
When it is cloudy, the sun does not disappear, it is still there
The same is true when we choose to listen to the Opponent Voice.
We cover our Light but it is still there
All we have to do is start listening to our True Voice and move the clouds away.
-Maria, age 8

Discuss with the pupils what the poem is trying to explain about our True Voice and our Opponent Voice.

Ask the pupils to consider in pairs some of the times when think they have listened to their Opponent Voice.

How did these times make them feel?

Our Opponent Voice is often very strong. Consider how hard it might be not to do as parents tell us. Would it be more fun to play with our computer?

Does that feeling last? What might be the result of playing more with our computer?

Consider the effect of our actions on those around us?

How does our behaviour make our parents feel?

STEP 2: Do:

Listening to our inner True Voice requires effort.

Explore the idea that the more effort we put in the more Spiritual Fulfilment we receive. The more our Opponent Voice is speaking to us the greater effort is required to overcome this and hear our True Voice.

Playing with our computer and listening to our Opponent Voice will only give us temporary fulfilment but listening to our True Voice and listening to our parents gives us long lasting fulfilment

CREATE YOUR OWN COMIC STRIP STORY

In this activity, pupils can identify possible choices for a given situation and learn to recognise which choices come from the True Voice and which choices come from the Opponent Voice, as well as to see the different result of those choices.

Turn to pages 16 and 17 in the workbook

Explain how a comic strip is a short story told with pictures and sometimes words.

Tell the pupils that they are going to make a comic strip about the True Voice and the Opponent Voice. The comic strip has three boxes for each part of the story; the beginning (already illustrated), the middle and the end.

Have pupils complete the middle and last box by choosing what the characters will do next. Ask: What they think the characters should do? If this character chooses this response, how do they think the story will end?

Draw in the chosen action in second box and the result of that action in the third box.

Discuss which voice the characters listened to, their True Voices or Opponent Voices? Would the pupils make the same choice? Why/Why not?

Which is the easier? To listen to our True Voice or our Opponent Voice?

STEP 2: Do: CREATE YOUR OWN COMIC STRIP STORY

We are constantly being challenged by our Opponent Voice. Fighting this is not easy; it takes effort. The greater the challenge, the greater the effort required. Life would be so much easier if we didn't have an Opponent Voice and all we had to do was listen to our True Voice.

Discuss why you think we have an Opponent Voice?

Discuss the idea that our Opponent Voice is there to help us change for the better and to reveal our Spiritual Light. The way we beat our opponent is to listen to our True Voice and make an effort to think of ourselves and others.

JUST FOR FUN: THE BALLOON CHALLENGE

This group activity offers pupils the opportunity to give different levels of effort and excitement in rising up to meet increasingly difficult challenges.

1. Share with pupils that there will be three rounds in the game.

2. Share with pupils that the goal of the game is to keep the balloon from touching the ground.

3. Form a circle and explain the following rules of the game:

- Use only one hand to keep the balloon in the air. Place the other hand behind your back.
- You may not hit the same balloon twice in a row.

Remember that the objective of the game is for the pupils to experience and understand the concept of effort and its rewards so don't hesitate to increase the challenge in each round by adding more balloons.

4. Round one: Begin to play by tossing one balloon reminding the group that they need to keep it up in the air. Play for about 3-5 minutes before telling them to stop. Using music as a sign to begin and stop playing can add more excitement.

5. Round two: Continue playing, this time toss 2-3 balloons in the air, depending on the number of participants. Play for about 3-5 minutes before telling them to stop.

6. Round three: Continue playing by adding more balloons. Play for about 3-5 minutes before telling them to stop.

7. Finish the game by asking the group which round was the most fun and why. Lead the discussion to help the group understand that the more challenging the game is and effort we have to make, the more rewarding it becomes.

When explaining the concept of 'more effort the greater the reward' you can use the analogy of a video game to make this point: With each new level, video games get harder but more exciting. After we master the first few levels of a new video game, the video game is no longer fun unless there are higher levels to challenge us because an easy win is not satisfying. So too with the game of life, an easy win does not earn us long-lasting Spiritual Fulfilment. It is not about winning or losing, it's about putting in our best effort. This is true with every new challenge or everyday situations that are hard for us in life.

STEP 3: Create:

ACTIVITY

Using cut out shapes of clouds; write down a class list of opponent behaviour. Make a classroom display of the clouds partly covering the sun as the picture above. The Sun represents our True Voice trying to shine through.

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect on to the following questions in their Reflective Journal:

- *What is the difference between long-lasting fulfilment and temporary fulfilment?*
- *What choices did you make recently that gave you only temporary fulfilment?*
- *What choices did you make recently that gave you long-lasting fulfilment?*

PICK UP POINTS

- We are the only ones who can choose which voice to listen to.
- Listening to our True Voice leads to long-lasting fulfilment.
- Listening to our Opponent Voice leads to temporary fulfilment.

KEY VOCABULARY

LONG-LASTING FULFILMENT:

The result of listening to our True Voice; requires effort but feels good over time.

TEMPORARY FULFILMENT:

The result of listening to our Opponent Voice; might feel good for a short amount of time but feels bad later on.

RULES

RULE 5: WE CAN CHOOSE TO LISTEN TO OUR TRUE VOICE AT ANY TIME

STEP 5: Ideas for Parents and Guardians

CLOUD NINE:

In this fun art activity your child will identify four actions their Opponent Voice challenges them with and four actions their True Voice encourages them.

Materials:
Workbook
Markers
Scissors

Instructions:

1. Read the poem below with your child.

2. Have your child cut out the poem along the dotted line and fold the flaps over to cover the poem.

3. On the outside of each flap, tell your child to write one action from the Opponent Voice that they choose to do, which covers up their Spiritual Light; for example, hitting, yelling, etc.

4. On the inside of each inside flap, tell your child to write one action from their True Voice that they choose to do, which helps reveal their Spiritual Light; for example, working hard, being loving, etc.

5. Allow your child to have fun decorating the rest of their cloud!

STEP 5: Ideas for Parents and Guardians: CLOUD NINE:

Your Spiritual Light is like the sun
When it is cloudy, the sun does not disappear, it is still there
The same is true when we choose to listen to the Opponent Voice.
We cover our Light but it is still there
All we have to do is start listening to our True Voice and move the clouds away.
-Maria, age 8

Tip: Explain to your child that when they choose to listen to their Opponent Voice by yelling, ignoring people or gossiping, they are covering their Spiritual Light and are not receiving spiritual fulfilment. On the other hand, when they choose to listen to their True Voice by sharing, using kind words and working hard, they are revealing their Spiritual Light and are able to receive Spiritual Fulfilment.

LESSON 7: MAKING AN EFFORT

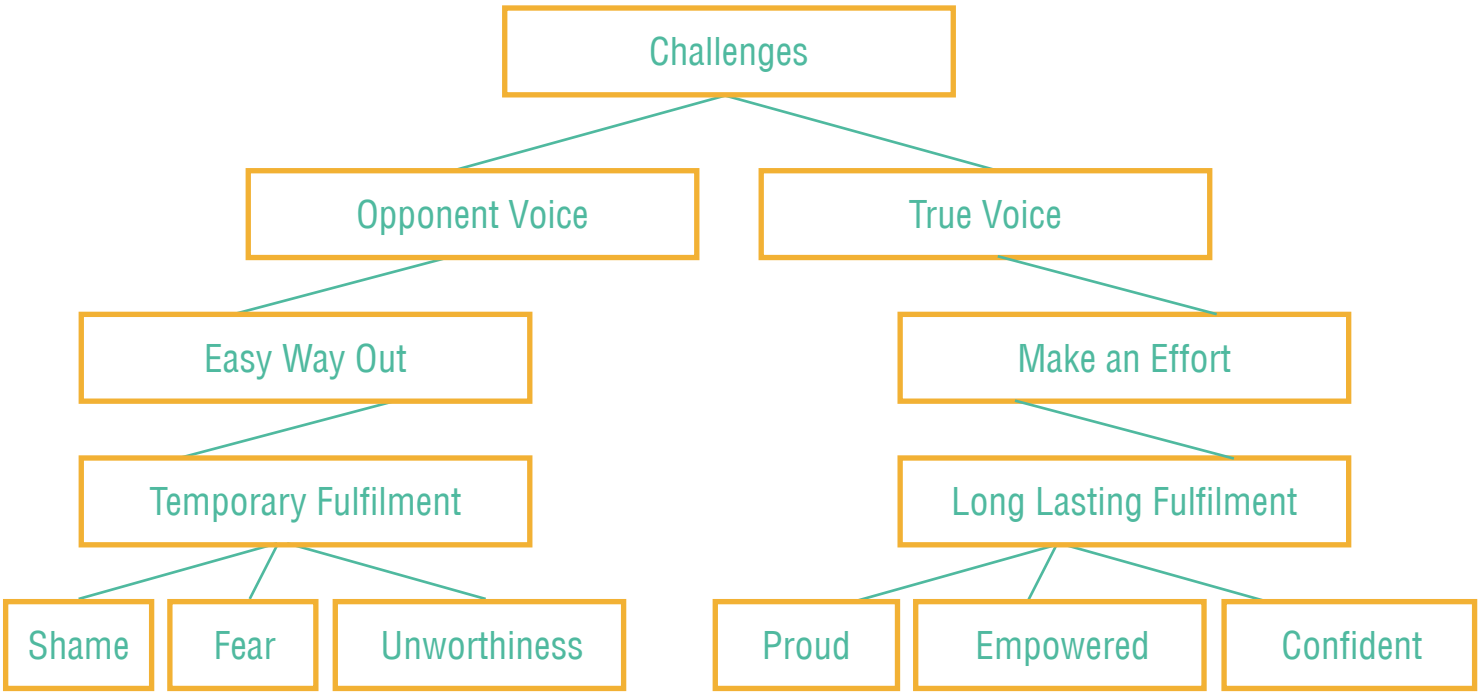
INTRODUCTION:

It seems like the more we give our pupils the less appreciation they have. In this lesson we'll discover the greatest gift we can give our pupils – the gift of effort.

STEP 1: Watch the accompanying animation

Talk to the pupils about the video. How would they feel if that happened to them? Can they think of some similar situations? What were Piper's parents trying to do? What didn't they understand?

Now watch the video with Ari and Mr. Why.



Discuss the diagram above with the pupils. Can they remember times when they allowed their Opponent Voice to take charge? How did they feel afterwards?

STEP 2: Do: CREATE YOUR OWN COMIC STRIP STORY

Discuss the 'My Commitment' chart on page 20 with your pupils. Talk about the example given. Explain how they will fill in their own charts and make a commitment to put effort into an ongoing challenge in which their Opponent usually challenges them to take the easy way out.

They may wish to fill in a commitment chart as well so that during the week they can all share their experiences and progress in keeping their commitments with one another.

STEP 3: Create:

ACTIVITY

Ask pupils in pairs to design simple slides and ladders boards like the one below.

Write two sets of cards using the Effort or Easy Way Out template.
Write some as an Effort for the ladders – Examples of times when they listen to their True Voice and some as an easy Way Out for the slides when they listen to their Opponent Voice.

For Example: 'A bully was picking on someone so I told someone'.
Pairs can use a dice to play the game with their partners and then then swap games with other pairs.

THE GAME OF LIFE
finish
TRUE VOICE
START
OPPONENT

STEP 3: CREATE: ACTIVITY

Make An Effort Easy Way Out	Make An Effort Easy Way Out
Make An Effort Easy Way Out	Make An Effort Easy Way Out
Make An Effort Easy Way Out	Make An Effort Easy Way Out
Make An Effort Easy Way Out	Make An Effort Easy Way Out

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect on to the following questions in their Reflective Journal:

- *Think of a time when you put in some effort. What did you do? How did it feel?*
- *Think of a time when you took the easy way out. What did you do? How did it feel?*

PICK UP POINTS

- The True Voice encourages us to make an effort and the Opponent Voice challenges us to take the easy way out.
- Taking the easy way out only satisfies us temporarily and gives us feelings of self-doubt, shame, unworthiness and fear.
- Making an effort earns us long-lasting Spiritual Fulfilment and gives us feelings of empowerment, confidence, ownership and pride.
- In order to win the Game of Life, each one of us needs to identify the areas in our lives where we need to put forth effort and overcome challenges.
- Success is based on the ability to make an effort to overcome challenges, not necessarily the outcome.

KEY VOCABULARY

EFFORT:

Working hard to achieve a goal; leads to long lasting fulfilment

EASY WAY OUT:

Not making an effort; leads to temporary fulfilment.

RULES

RULE 6: MAKING AN EFFORT LEADS TO LONG LASTING FULFILMENT

STEP 5: Ideas for Parents and Guardians

PUZZLE ART PROJECT:

In this activity, your child will put their artistic abilities to use to remind them that making an effort results in more the happiness and spiritual fulfilment.

Materials:
Blank puzzles
Coloured pencils or crayons
A bag to store the puzzle

Option A Instructions:

1. On the blank puzzle, ask the pupils to draw a picture of their choice.

2. When the picture is complete, ask them to break up the puzzle and then, put it back together.

3. Store the puzzle pieces in a bag. Alternatively, you could mount the puzzle picture on a cardboard or a picture frame and display it as you wish.

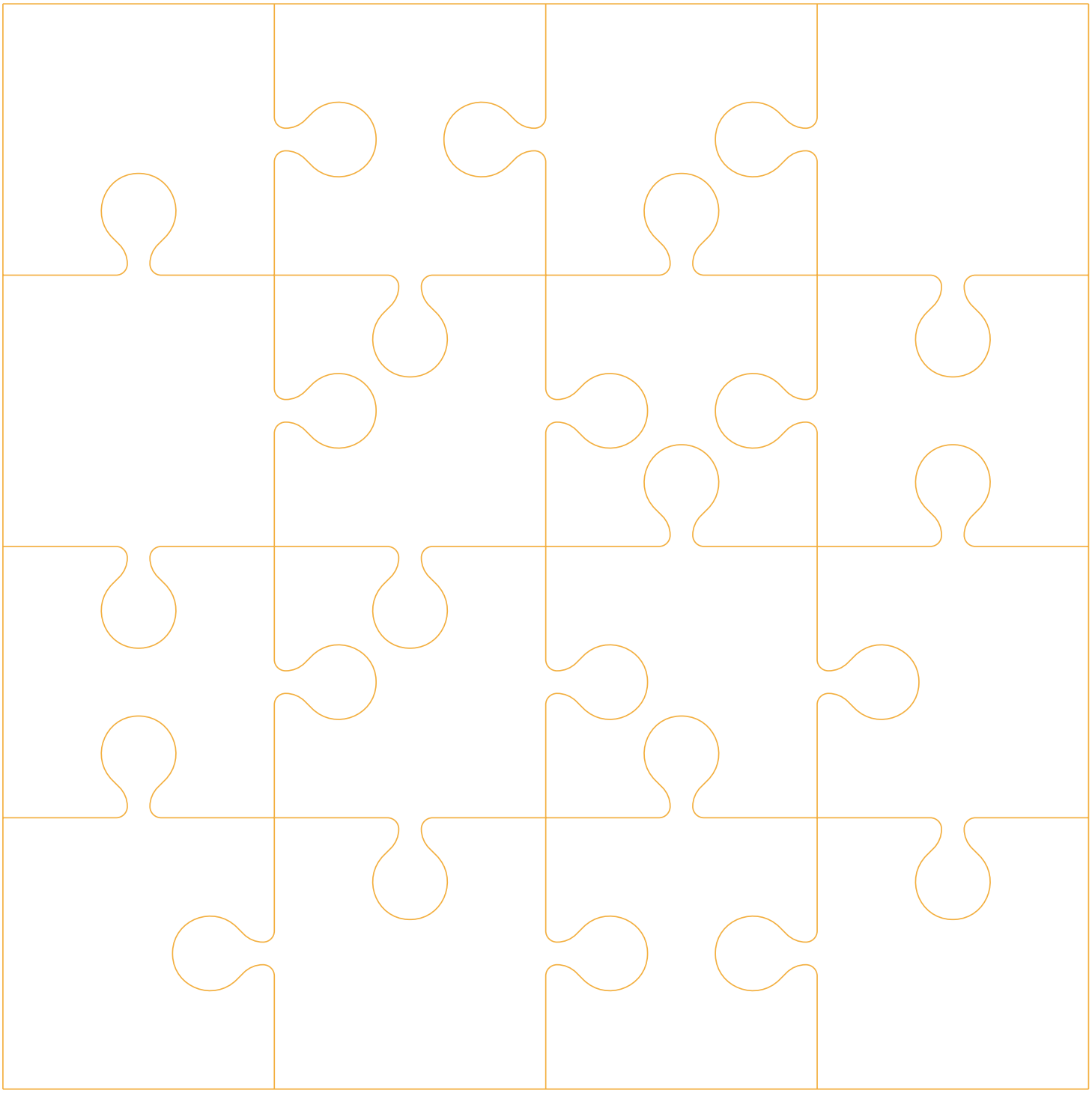
Option B Instructions:

1. On the blank puzzle, draw a picture of their choice.

2. When the picture is complete, have your child cut out the puzzle pieces.

3. Mix them up and put the puzzle back together.

STEP 5: Ideas for Parents and Guardians:
PUZZLE ART PROJECT:



LESSON 8: THE FOUR-STEP FORMULA

INTRODUCTION:

Our immediate reactions to challenges happen so quickly that they seem impossible to control and even harder to overcome, but there is a formula that can help stop these reactions in their tracks.

Stop, Calm Down, Chill Out, Ask, Share

STEP 1: Watch the accompanying animation

STEP 2: Do

REACTIVE FEELINGS VS. REACTIVE BEHAVIOURS

In this activity, pupils will learn to distinguish between reactive feelings and reactive behaviours.

Turn to page 26 - 28 In the work book.

Label each shape with RF (Reactive Feelings) or RB (Reactive Behaviour)
Now watch the video with Ari and Mr. Why.

MY REACTIVE LIST

Pupils will gain self-knowledge by identifying their reactive feelings and reactive behaviours. Turn to page 28.

MY REACTIVE FEELINGS	MY REACTIVE BEHAVIORS
Hurt	
Angry	
Furious	
Upset	
Sad	
Bored	
Confused	
Frustrated	
Lonely	
Scared	
Jealous	

Consider some of the reactive feelings in the list above from the video. In pairs discuss what your reactive behaviour might be.

Explain that we all have reactive feelings. These are natural. It is what we do about them. Do we listen to our Opponent Voice or our True Voice?

Discuss this with the pupils.

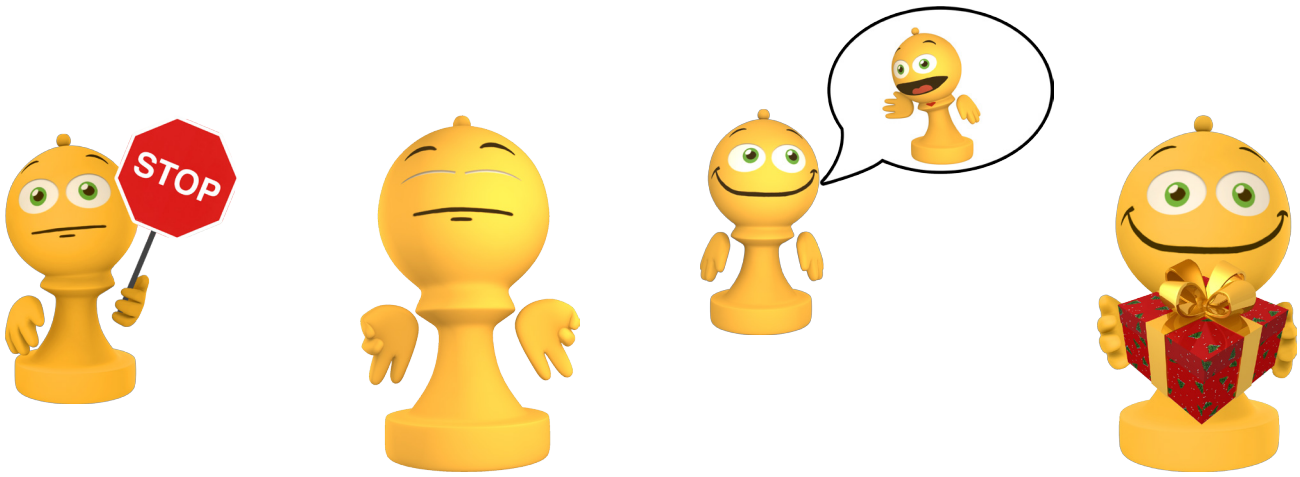
Listening to our Opponent Voice leaves us running around in circles and never reaching our goals.

How would you feel if you were lost in a dark forest?

Listening to your Opponent Voice is like being lost and scared in the darkness of the forest.

If we listen to our True Voice it will help us to find our way out to the Spiritual Light

The following Four Steps are like a torch to help us find our way out of the darkness.



STEP 2: Watch Video 2

Open the Workbook to page 29 'My Reactive List'.

Discuss some of the possible challenges with the class:

Make a class list down the left hand column.

STEP 2: Video 2

CHALLENGE	REACTIVE FEELING	REACTIVE BEHAVIOUR	CHILLING OUT
e.g. My brother shouted at me	Angry	I hit him	

Make sure that the pupils recognise the difference between reactive feelings and reactive behaviours when completing the chart. It's important that they understand that the goal is to stop their reactive behaviours, not their reactive feelings.

STEP 3: Create:

ACTIVITY

Design a class poster to cover each of the 4 Steps

For Example:

Stop!

In this activity, the pupils will make a commitment to stop their reactive behaviours.

Write the word "stop" in the middle of large sheet of paper. (You could use Ari with a STOP sign like the one above.)

Ask the pupils to reflect on one reactive behaviour that they would like to STOP. Using cut outs of their hands or hand paints make a class collage of the individual reactive behaviour that they wish to STOP.

Using different colour paints paint the palm of their hand and then stamp it on the paper over a reactive behaviour written down.

Before the pupils stamp their hand on a reactive behaviour, ask them to say the reactive behaviour and identify one way they will make an effort to chill out

Calm Down and Chill Out

Ask the pupils in pairs to go back to My Reactive List chart, and look at the fourth column 'Chilling Out'. For each reactive feeling and corresponding reactive behaviour they can consider ways to chill out during that challenge. For Example:

- Laugh
- Take deep breaths
- Take a walk
- Dance
- Count from 1-10
- Visualise
- Relax
- Exercise

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect on to the following questions in their Reflective Journal:

- *What happens to your Opponent Voice when you feel reactive?*
- *What can you do to help yourself when you have reactive feelings and hear the Opponent Voice?*

PICK UP POINTS

- Challenges trigger reactive feelings; reactive feelings lead to reactive behaviors.
- Reactive behaviours give us only temporary fulfilment.
- We have the power to choose to STOP our reactive behaviors.
- Reactive behaviours are expressed in different ways, and we each need to identify our own reactive behaviours.
- To stop reactive behaviours and achieve long-lasting fulfilment, use the Four-Step Formula.

KEY VOCABULARY

REACTIVE FEELINGS: Emotions we experience when faced with a challenge that make the Opponent Voice grow louder.

REACTIVE BEHAVIOURS: Actions we choose when we listen to the Opponent Voice.

FOUR-STEP FORMULA: Stop, Calm Down and Chill Out, Ask and Share

RULES

RULE 7: REACTIVE BEHAVIOURS LEAD TO TEMPORARY FULFILMENT

STEP 5: Ideas for Parents and Guardians

REACTIVE CHARADES GAME:

Materials:
Workbook
Pencil
Scissors

Instructions:

1. Turn to the Workbook

2. Fill in reactive feelings (optional) and cut out the squares

3. Now the family is ready to play. Each player will pick out a reactive feeling and take a turn to act out the feeling without speaking. Make sure no one sees your card. The rest of the participants have to guess the feeling.

4. When the feeling has been guessed the participant that acted it out will fill in one column in the chart.

5. See the chart for one example

Tip: Once the chart is complete, circle the reactive feelings in one colour and the reactive behaviours in another colour. Remind your child that experiencing reactive feelings is part of the Game of Life and is completely valid and normal. However, changing the reactive behaviours will help them connect to their Spiritual Light and be more successful at playing the Game of Life.

LESSON 9: THE POWER OF SHARING

INTRODUCTION:

We continuously encourage our pupils to share – share their toys, share their space, share their kindness, share when they want to and when they don't. They grow to see sharing as the "right" thing to do but often fail to see how sharing helps them. In this lesson, children will discover the spiritual benefits of sharing, providing them with the true motivation to share more.

INTRODUCTORY ACTIVITY

ACTIVITY

GETTING TO KNOW EACH OTHER:

This sharing activity empowers pupils with the knowledge that their words, choices and actions can have either positive or negative effects on themselves and others. It will help pupils get to know at least one more person better than they knew before and learn how to share with them.
Tell pupils that to truly share we need to get to know the other person. One way of getting to know others is by asking questions.
Ask the pupils in pairs to think of two questions to ask the teacher that might help to get to know the teacher better.

Sample questions:

- What is your favourite colour?
- If you were on a desert island, which three things would you bring?
- If you were an animal, which one would you be?
- What is your favourite joke?
- Who is your favourite actor?
- What are three of your unique Spiritual Light qualities?

Using a circle time activity ask a question each.

Now ask the pupils to think of someone in the class that they do not know very well. Make a list of 3 – 5 questions that they might ask to help get to know this person.

The questions can be funny, silly or serious.

Ask the questions and write down the answers.

Once all the pupils have written their notes hold a 'circle time' activity. Go around the class and find out some interesting things about each other.

Discuss how this activity made them feel about themselves and each other.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

With pupils in pairs think about the different things that they too can share. Write the Material things in blue and our Spiritual Light Qualities in red.

MATERIAL THINGS	SPIRITUAL LIGHT QUALITIES

Remind pupils that they can share material things AND their unique Spiritual Light qualities, which cannot be seen (kindness, forgiveness, love, etc.). It's important to share both!

STEP 2: Watch Video 2

Light a large candle. Now recap on lesson 3.

Talk about the way it is possible to share the light of a candle without losing its luminosity.

(If possible and with teaching support allow each child to have a light from the one candle and to share the light)

Like the children in the video hold a circle time activity and think about those Spiritual Light qualities that you too can share; for example; happiness, patience.

When this is completed return to the shoebox (lesson 4) in which the pupils placed their 'Spiritual Light qualities'. Add any new sharing qualities to the originals. Ask the pupils to think about these individual qualities and devise a class award ceremony for the class to celebrate 'Our Spiritual Light Sharing Qualities'. Make sure everyone is included because everyone has a spark of 'Spiritual Light'.

Hold a class discussion and decide which Spiritual Light quality should be attributed to each individual pupil. For example: Adam is very kind and shares kindness. Pupils can devise and write the certificates.

Hold the ceremony and give out certificates.

STEP 3: Create:

ACTIVITY

As the final part of this activity read the following poem by Malvina Reynolds. It talks about the power of sharing love.

Love is something if you give it away,
Give it away, give it away.
Love is something if you give it away,
You end up having more.
It's just like a magic penny,
Hold it tight and you won't have any.
Lend it, spend it, and you'll have so many
They'll roll all over the floor.
For love is something if you give it away,
Give it away, give it away.
Love is something if you give it away,
You end up having more.
For love is something if you give it away,
Give it away, give it away.
Love is something if you give it away,
You end up having more.

Discuss the idea that 'the more you give the more you get'. Ask pupils to consider other things that if you share you might end up having more yourself.

In pairs write new verses for the poem. For example; happiness, a smile, kindness.

STEP 4: My Reflective Journal

Give pupils the opportunity to reflect on to the following questions in their Reflective Journal:

- *What is one positive outcome of sharing you have experienced?*
- *Explain what the following phrase means to you: 'The more you give, the more you get.'*
- *Write down three sharing actions you did this week. How did it make you feel?*
- *How does your Opponent Voice challenge you when you want to share? What does it tell you?*
- *In what situations do you have a hard time sharing?*

PICK UP POINTS

- Although it seems we have less when we share, we actually get more.
- Sharing is a tool to overcome our reactive behaviors and receive Spiritual fulfilment
- Sharing is being like Spiritual Light.
- Everybody has something to share; we can share both material things and our unique Light-qualities.

RULES

RULE 8: SHARING MAKES ROOM FOR US TO RECEIVE MORE

STEP 5: Ideas for Parents and Guardians

FRISBEE ART PROJECT:

In this activity, your child will create a playful reminder of the benefits of sharing kind words.

Materials:

A blank white paper plate
Markers to decorate (alcohol-based permanent marker work best on plastic)
Stickers (optional)

Instructions:

1. Have your child use markers and stickers to decorate a Frisbee or paper plate with words and symbols that represent aspects of spiritual fulfilment e.g. kindness and love.

LESSON 10: HOW TO SHARE

INTRODUCTION:

We have learned the spiritual benefits of sharing but, how do we really share? Is sharing always the physical act of giving? Pupils may believe that sharing always means conceding, but sometimes it means saying no. In this lesson, your children will explore the true meaning of sharing with themselves and others.

STEP 1: Watch the accompanying video How to Share Part 1

Discuss the three types of sharing with the pupils:

- To share with love
- To share to help
- To share without expectations

Now watch the animation of 'The Two Brothers'. In groups consider the following questions:

- Did they share with love? How can you be sure?
- Did they share to help? How did their sharing help their brother?
- Did they have any expectations when they shared?
- What was the result of them sharing?

STEP 1: Now watch the video How to Share Part 2

STEP 2: Do:

ACTIVITY

TAKING CARE OF OURSELVES

Discuss with the pupils the idea that we need to make sure that we look after ourselves before we are able to help others. Open the Workbook to page 32.

In the first blank circle write down the different ways you can take care of yourself. For example; brush teeth, read a book, exercise.
Now ask the pupils in pairs to consider ways they might 'expand their mind'.

For example: Reading books, exploring the internet, watching TV.
Why might that be important?

Consider what qualities we might need to help others; e.g. kindness, thoughtfulness, love.

ACTIVITY: TAKING CARE OF OURSELVES

Using the second circle on page 33 give the pupils time to complete the three sections.

Look at the notice board below. Discuss the idea that these qualities are part of Unique Light Qualities. The pupils should might make their own or make a class notice board.

STEP 3: Create:

ACTIVITY

THREE TYPES OF SHARING

The chart below shows three types of sharing.

With the pupils in pairs ask them to think of examples for each one.

WITH LOVE & KINDNESS	TO HELP OTHERS	WITHOUT EXPECTING ANYTHING IN RETURN

TRUE SHARING

This activity is designed to take pupils through a process of creative thinking and reflection to expand their comprehension of sharing.

Ask pupils to use their creativity and imagination to write a short story to include one or all of the following:

1. Share with love
2. Share to help
3. Share without expecting anything in return

STEP 3: JUST FOR FUN: WE ALL BELONG

(To be played with a minimum of four participants)

This activity will help pupils develop a sense of connection to others and understand the power of teamwork. They will learn that in order to succeed and win, everyone needs to work together and take care of one other.

Materials:
A flat bed sheet

Instructions:
1. Lay the bed sheet flat on the floor, and have the participants stand on the sheet together.
2. Explain to the pupils that they have to fold the sheet in half together without anyone stepping off the sheet.
3. Now, reveal that the object of the game is to fold the sheet in half as many times as possible while keeping everyone on the sheet. Encourage them to think about how they can include everyone on the sheet and work as a team.

Some pupils may have to hold each other or stand on one foot to include everyone. Allow them to figure it out.

When the game is over, ask the pupils what they had to do and what skills they used to succeed in this game. Share, make an effort and use teamwork skills.

STEP 4: My Reflective Journal

Ask the pupils to think about the following questions in their reflective journals. In their own words, explain what the three components of sharing mean to them:

- *Share with love means…*
- *Share to help means…*
- *Share without expecting anything in return means…*

Which do they feel they need to start doing more. For example: Exercise, read, expressing my feelings.

PICK UP POINTS

- Sharing with ourselves and others involves taking care of our bodies, our minds and our Light qualities.
- True sharing is doing what's best for me, for others and the world.
- By getting to know our friends, family and those around us better, we can learn what and how to share with them.
- To truly sharev, we must do three things:

1. Share with love
2. Share to help
3. Share without expectations

KEY VOCABULARY

SHARE WITH LOVE:

Choosing to share with kindness, care and a positive attitude – not because we have to.

SHARE TO HELP:

Identifying what the other person needs and making sure our actions assists rather than harm; sharing doesn't always mean giving.

SHARE WITHOUT EXPECTATIONS:

Sharing without looking to receive something in return, knowing that you always get Spiritual Fulfilment.

RULES

RULE 9: TRUE SHARING MEANS SHARING WITH LOVE; TO HELP OTHERS, AND WITHOUT EXPECTATIONS.

STEP 5: Ideas for Parents and Guardians

TRUE SHARING - SHARE WHAT YOU LEARNED

This activity will take your child through a process of creative thinking and reflection in order to expand their comprehension of sharing.

MY CARING / SHARING COMMITMENT

Write a list of some sharing acts of kindness that you might try. For example: giving a compliment, making a birthday card, writing a note, or doing an activity together, such as playing a game or making something.

Consider the effort which might be required to keep this commitment. Keep a record of your success.

LESSON 11: WE ARE ALL CONNECTED

INTRODUCTION:

Caught up in their emotions, our pupils seek to fulfil their need for immediate satisfaction without thinking about the effects of their actions. In this lesson, they will learn to see themselves as part of a whole and recognise that their actions affect not only themselves but others as well.

STEP 1: Watch the accompanying video

STEP 2: Do:

ACTIVITY

RELATING THE CHAIN OF SPIRITUAL LIGHT TO OUR LIVES

In this activity, pupils will identify behaviours from the video that show lack of human dignity and respect, and recall personal situations where they may have experienced those behaviours. Review the different Winning in the Game of Life tools and rules that you might use with these challenges.

Discuss the video with the pupils. What does it say about Human Dignity and Respect? Respecting others as you would want to be respected yourself.

What was the example of lack of human dignity and respect in the video?

What happened?

What reactive behaviours did the beads have?

What tools could they have used to overcome this challenge?

In their lives have the pupils ever experienced a similar situation? What happened?

What tools could have been used in the situation described in question 4?

STEP 2: Do: THE WEB OF FRIENDS

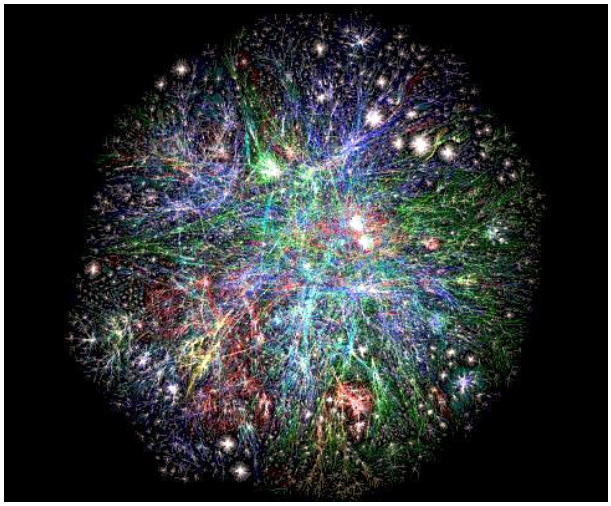
Discuss with the participants how this activity will help them experience how we are all connected in an enjoyable way, no matter how physically close or how far we are from each other. You will require a ball of smooth string.

Ask the pupils to spread out evenly across the room with enough space between one another; they should stretch their arms out without touching another participant.

Explain that the goal is to create a spider's web with a ball of string. As the teacher, start in the middle of the room and then, throw the ball of string to another participant. The participant that catches the ball of string then holds on to it but throws the ball to the next closest participant. The second person to catch the ball holds on to it and throws the ball to someone two participants away and so on.

Once all of the pupils are tied into a 'web-of-friends', ask them to look around the room to see how everyone is connected, even the participants on the other end of the room.

Look at the image below which shows a worldwide internet map.



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Explain that no matter how near or far, everyone is connected by the thread, and the same is true with Spiritual Light: We are all connected no matter of how distant we are from one another.

- We are all connected by the spark of Spiritual Light within.
- Both our reactive behaviours and our sharing behaviours affect others.
- Our reactive behaviours disconnect us from our Spiritual Light and from others.
- Our sharing behaviours connect us to the Spiritual Light and to others.

Ask the pupils to untangle themselves as fast as they can by reversing the exact steps they took before: By throwing the ball of string to the person who previously threw it to them.

REFLECTING ON HUMAN DIGNITY AND RESPECT

In this activity, pupils will have the opportunity to consider how human dignity and respect impacts into their lives, as well as committing to put effort into acting with human dignity and respect towards their neighbours. Recap on Lesson 10. How well have the pupils managed to follow their personal commitment to kindness?

Ask pupils to think of someone whom they find hard to treat with respect and human dignity, or someone with whom they would have to put in greater effort to be caring and sharing. Discuss the reasons for this.

NB If pupils refer to a bully or an abusive situation, remind them that listening to their True Voice also means caring for themselves by asking an adult for help.

Help pupils try to identify the reason why it is hard to treat that person with respect and human dignity. (Include examples: The person is mean, lives far away, etc.)

Ask them what reactive feelings they experience when they are around this person.

STEP 2: Do: REFLECTING ON HUMAN DIGNITY AND RESPECT

Now ask pupils to think of all the reasons to treat this person with respect and human dignity. Remind them of the reasons for human dignity and respect as summarised below:

- Treating others with respect and human dignity is being caring and sharing.
- Being caring and sharing is listening to our True Voice
- Listening to our True Voice keeps us connected to the Light.

Ask pupils to write down a commitment of what they can do to treat this person with respect and human dignity.

Explain that the person with whom pupils choose to make a commitment to be caring and sharing does not necessarily have to be the most difficult person; it can simply be someone with whom it takes an effort to be caring and sharing, because the greater the effort they makes to share with someone, the more Spiritual Light they reveal.

Suggested reading from the extended reading section:

'God's Dream' by Archbishop Desmond Tutu What is the Archbishop saying about human dignity and respect?

STEP 3: Create:

ACTIVITY

JEWELLERY ART PROJECT

In this activity the pupils will make a necklace or bracelet that will call to mind the notion that we are all connected to each other.

Materials:
Variety of beads
elastic thread

Instructions:

1. Before beginning to make, explain to the pupils that the beaded necklaces are to remind them that we are all connected to each other.

2. Ask pupils to choose beads that represent the people they know as well as people they do not know, like the children in the book

3. Tie one end of elastic thread into a strong knot with a little extra thread at the top, which will be used to tie to the finishing end. Ask the pupils to string the beads on to the elastic thread and tie a strong knot at the end.

4. Remind pupils that we are all connected and their necklace or bracelets will remind them.

This activity was inspired by the book Nurturing Spirituality in Children by Peggy J. Jenkins, PH.D

STEP 3: JUST FOR FUN:

ACTIVITY

THE HUMAN KNOT

(To be played with an even number of participants, with a minimum of four and a maximum of six participants)

In this group activity, pupils will realise that staying connected to others is essential to winning the Game of Life.

Have participants stand in a circle and extend their arms above their heads.

Direct them to take their right hand and grab the right hand of the participant across from them in the circle. Now, tell them to take their left hand and grab a different person's left hand.

Explain to them they need to work together as a group to untangle the knot without letting go of anybody's hands. This usually requires stepping over, under, etc.

Monitor to make sure they do this carefully, mindfully, and delicately, without twisting arms.

After participants have untangled themselves, discuss the following critical thinking questions;

- Were we all connected in the beginning of this game? Yes.
- Was it necessary to stay connected to win this game? Yes.
- If one person moved, did that affect us? Yes.
- Why do you think we played this game? To remind us to stay connected to each other by caring and sharing.

STEP 4: MY REFLECTIVE JOURNAL

Give pupils the opportunity to reflect and respond to the following questions:

- *Use your creative skills to draw a picture of a time you treated someone with human dignity. Write a short story about it.*
- *Use your creative skills to draw a picture of a time you treated someone with respect. Write a short story about it.*

PICK UP POINTS

- We are all connected by the spark of Spiritual Light within.
- Both our reactive behaviours and our sharing behaviours affect others.
- Our reactive behaviours disconnect us from the Spiritual Light and from others.
- Our sharing behaviours connect us to the Spiritual Light and to others and enable us to treat others with human dignity and respect.

KEY VOCABULARY

HUMAN DIGNITY:

Giving everyone the basic level of respect that you would expect for yourself.

RESPECT:

To accept other people's differences and give them the freedom to be themselves.

RULES

RULE 10: WE ARE ALL CONNECTED

STEP 5: Ideas for Parents and Guardians

TAKE CARE OF MYSELF ART PROJECT

In this activity, your child will create a vivid reminder of their commitment to do a caring behaviour for themselves.

Materials:
Small bulletin board
Markers
Magazine or Internet image cut-outs
Push pins/tacks
Paper
Scissors

Instructions:
1. Have your child draw with markers and paper or cut from magazines or the Internet pictures and words that represent how they choose to care for themselves.
2. Post the reminders on the bulletin board and place in a desired spot to serve as a daily reminder for self-care.

Tip: Make your own commitment for self-care and share it with your child. Follow up with your child on both of your commitments throughout the week.

LESSON 12: CHANGE BEGINS WITH ME

INTRODUCTION:

Whether they know it or not, our pupils all have the potential to be leaders in their lives. How do we as teachers help them grasp the true meaning of being a leader? This lesson will help children recognise their ability to be leaders everyday and understand that their actions, big or small, create change and make a difference.

STEP 1: Watch the accompanying animation "The Hole in the Boat"

STEP 2: Do:

MY LIFE, MY COMMUNITY, MY WORLD

This activity provides pupils with an opportunity to reflect on the world and the way their actions affect it, first in our own individual lives, then in our community and the effect that is carried on to the world.

After watching the video ask pupils what it means to share and care and if they always treat others with dignity in a caring and sharing way. Turn to page 38 in the workbook.

WITH LOVE & KINDNESS	TO HELP OTHERS	WITHOUT EXPECTING ANYTHING IN RETURN
Shouting	Arguing	Separation
Throwing a wrapper on the ground	Littering	Pollution
Fighting	Gang Violence	War / Violence
Bullying	Murdering	Violence
Calling Names	Judgement	Racism
Disrespecting my environment	Graffiti	Vandalism

Ask pupils to fill out the chart with some more examples.
Now look at the three columns to see if the pupils notice something in common between all of the behaviours. All the behaviours written in the three columns are reactive behaviours. Follow up by asking:

- Is the kind of world we want to live in, the kind of world where people are getting yelled at, called names, and bullied?
- Do you want to live in a world where there is robbery, litter, violence and vandalism?
- Do you want to live in a world of war, poverty, and pollution?

Discuss with pupils how their behaviours in the 'My Life' column can lead to behaviours in 'My Community' and then, to behaviours in 'My World'. For example, a fight with a friend can result in a fight between two groups, as in gang violence, and gang violence leads to racism and violence in the world.

Ask pupils in pairs what they think we need to do to change this reality. Next to each reactive behaviour write a caring behaviour that can be shared instead. For example, yelling - being understanding; fighting - working out differences; racism - being accepting; littering - recycling.

Explain how a fight with a friend can lead to gang violence and racism in the world, and point out that if instead of fighting with a friend, we can choose to work out our differences, we can eliminate bigger fights in our community and the world.

Ask pupils to imagine what would happen if everyone switched their reactive behaviours to caring and sharing actions. There would be less pollution, less racism, less violence etc.

Discuss the idea that although we don't have control over other people's actions, we can lead by example and show others the positive effects of caring and sharing behaviour. Although change does not happen overnight, it can happen– all it takes is to start caring and sharing. Just like changing ourselves, changing the world is a process; it will take time and effort, but by listening to your True Voice it can be done.

Ask the pupils to look at the world around them. What do they see? (Explore newspaper cuttings news bulletins etc.) Changes are taking place all around. People suffer, some become ill, some die. This is all part of life's journey. It is not difficult to find examples of suffering and disharmony. Using the chart overleaf discuss what they would put into each column.

STEP 2: Do: MY LIFE, MY COMMUNITY, MY WORLD

THE WORLD WHEN WE LISTEN TO OUR OPPONENT VOICE	THE WORLD WHEN WE LISTEN TO OUR TRUE VOICE
War	
Pollution	
Disease	

Ask them to design a 'mobile' showing ways in which we might listen to our True Voice rather than our Opponent Voice. Hang a True Voice thought/ picture on one side and an Opponent Voice on the other; e.g. drop my litter / pick up litter.

Share ideas within the class.

STEP 3: MY IDEAL WORLD ART PROJECT:

ACTIVITY

MY IDEAL WORLD ART PROJECT

In this activity, your pupils will experience the joy in imagining a world where people treat each other only with human dignity and tolerance. Ask pupils to imagine a world where everyone is caring and sharing by listening to their True Voice and people are treating each other with love, kindness and respect. Discuss what the world would look like.

Using an outline of the world make a class collage of the pupils' thoughts and ideas as to how their actions might make a difference.

PICK UP POINTS

- Change starts with each one of us.
- Every action, even the smallest one, has an effect on others, our community and the world.
- Leading by example is when we transform our reactive behaviours into caring and sharing behaviours.
- To create a caring and sharing world, we need to be caring and sharing.
- Listening to the Opponent Voice not only disconnects us from the Spiritual Light but also brings darkness to others and the world.

KEY VOCABULARY

CHANGE:

To move from one thing to another. To become different.

RULES

RULE 10: WE ARE ALL CONNECTED

STEP 4: MY REFLECTIVE JOURNAL

Give pupils the opportunity to reflect and respond to the following questions:

- *Think of a time you had a reactive behaviour? Explain what happened.*
- *What were the results of your reactive behaviour? Why?*
- *What can you change about yourself to make this world a happier place?*

STEP 5: Ideas for Parents and Guardians

BOAT ORIGAMI ART PROJECT

In this activity, your child will craft a visual reminder of the lesson from the previous video: Reactive behaviour is like drilling a hole in everyone's boat.

Materials:
A4 coloured paper
Markers to decorate

Instructions:
Lead your child through the following nine steps to create their own origami boats.

1.Start with rectangular piece of paper, long ways up. Fold in half across and open again to create a line.

2. Fold in half downwards.

3. Fold top corners in to center line.

4. Fold bottom edge of top layer up. Flip over, and fold the remaining bottom edge. Crease well.

5. Pull the sides out and flatten.

6. Fold front layer up to top, and do the same to the back.

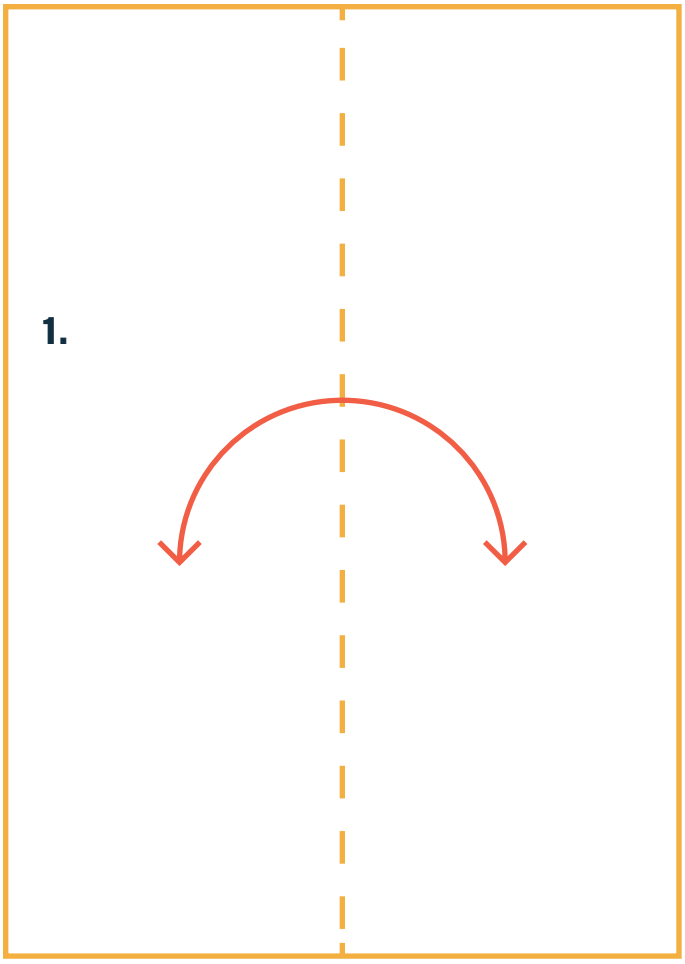
7. Pull the sides outwards and flatten.

8. Gently pull the top parts of the model outwards, making a boat shape.

9. Flatten well to crease all folds. Then open out slightly, forming a boat shape. Finished Boat.

10. Have your child decorate their boats with markers. They may wish to draw circles for windows with their family or friends inside.

(See the following pages for diagram of how to construct the boat)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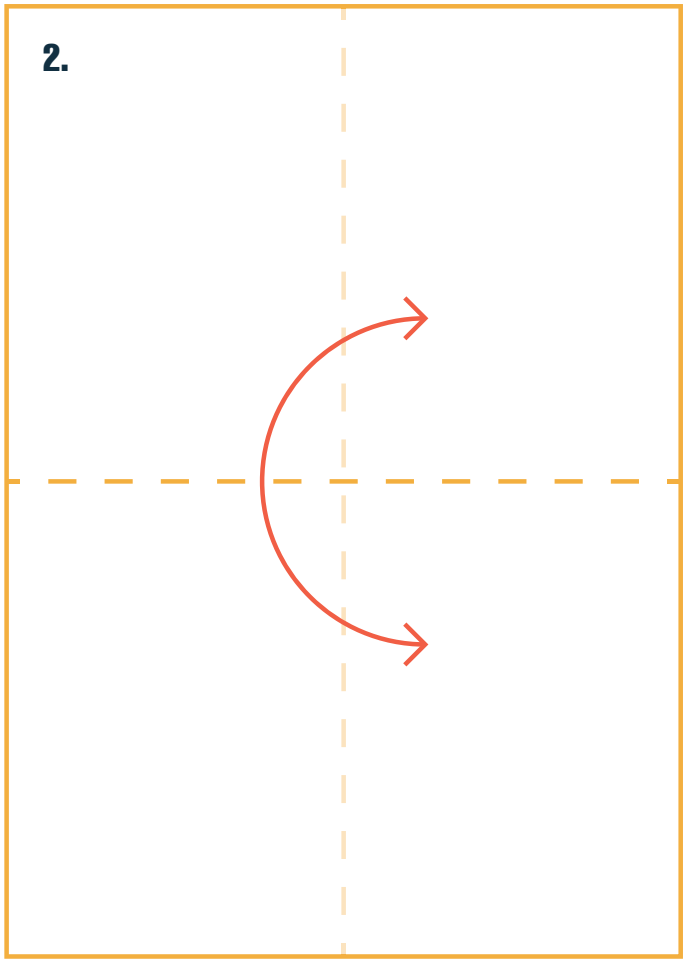
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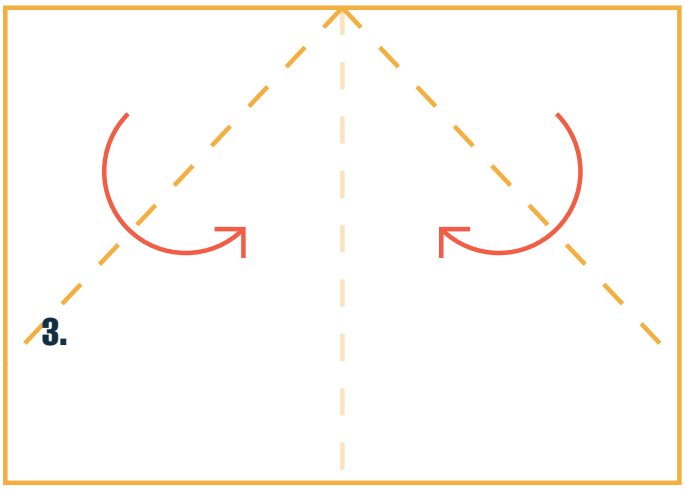
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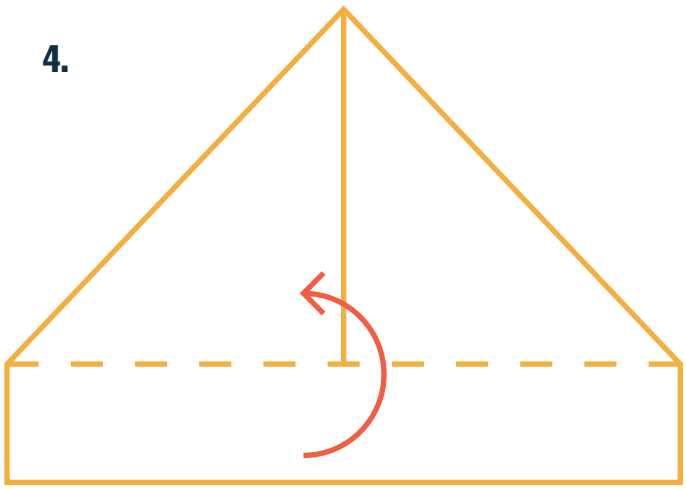
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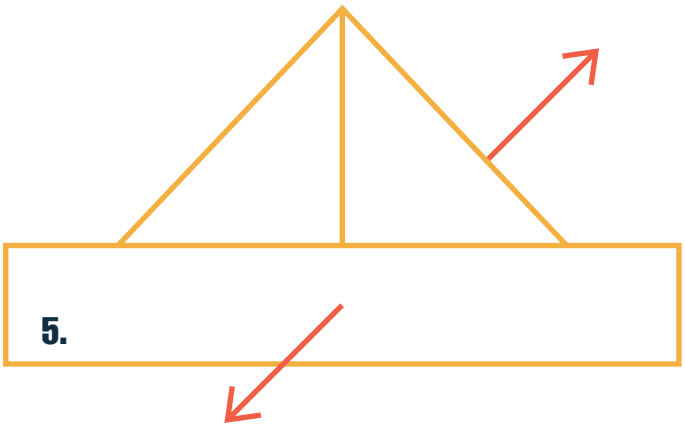
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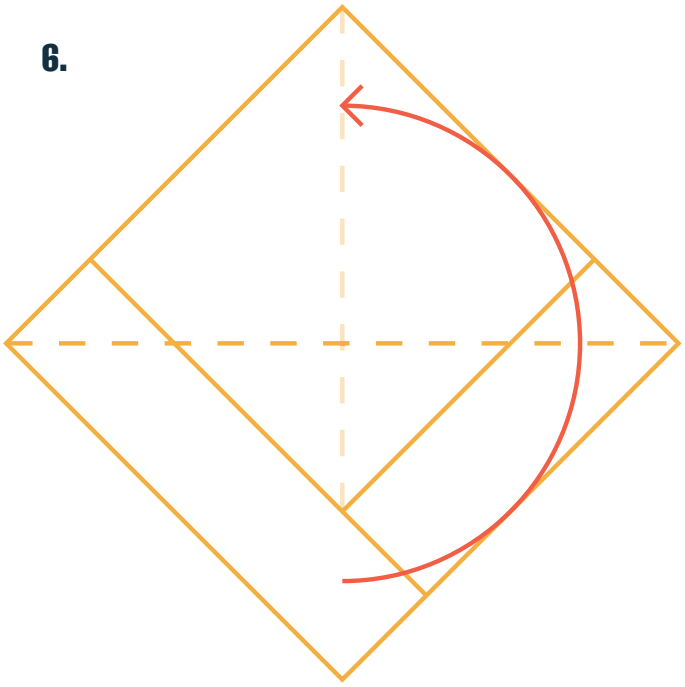

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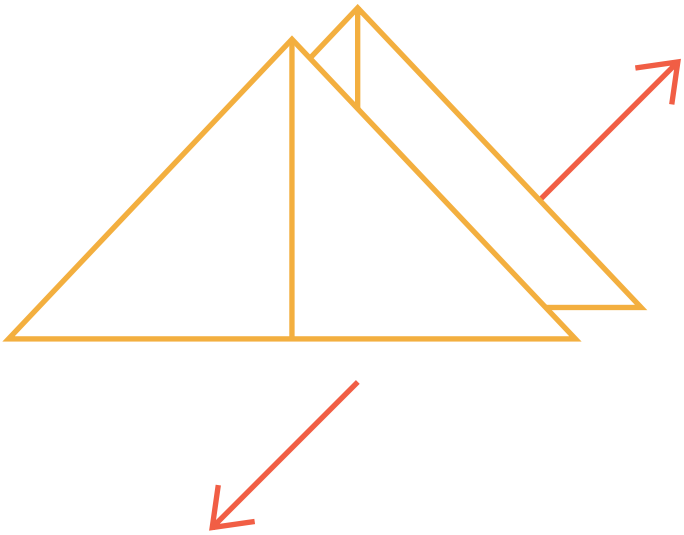

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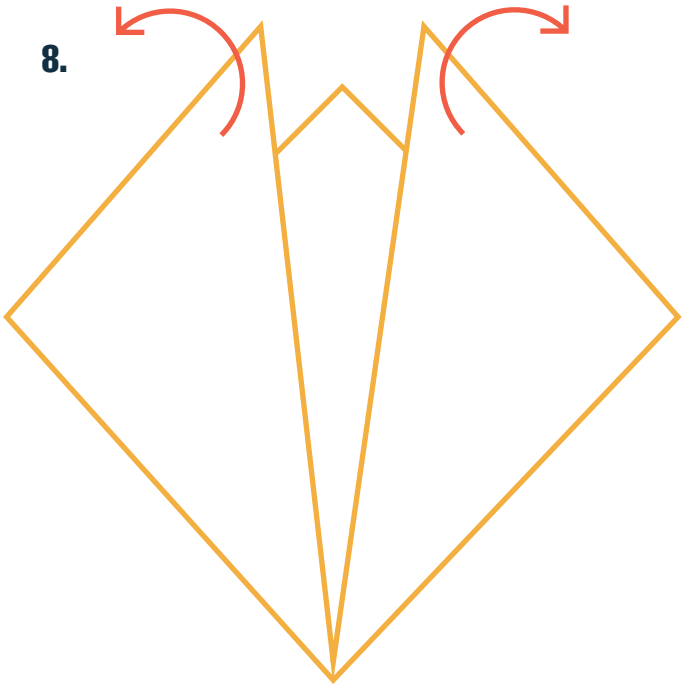

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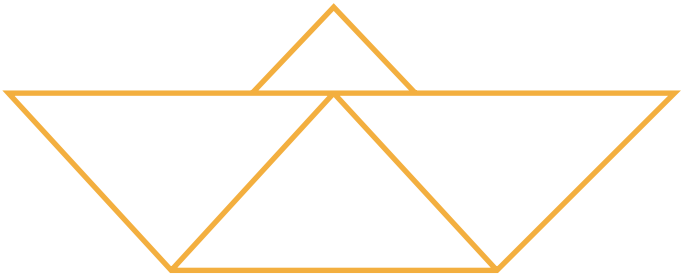

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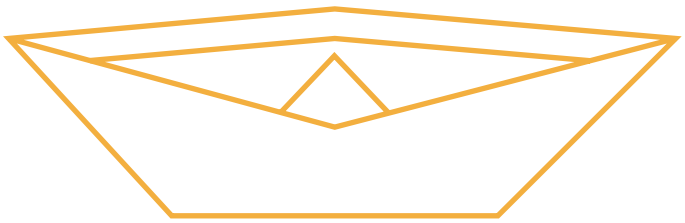

LESSON 13: A FINAL REVIEW

INTRODUCTION:

In this activity pupils will review the SFK rules and tools they have learned, playing the Game of Life. They will create a reflection card expressing their experience and the reactive behaviours they want to change.

STEP 1: Watch the accompanying video

RECAP ON THE WINNING IN THE GAME OF LIFE RULES AND TOOLS

Rule 1: There are rules to the Game of Life
Rule 2: Spiritual Fulfilment is what we really want
Rule 3: We all have a spark of Spiritual Light inside of us
Rule 4: WE have an Opponent in the Game of Life
Rule 5: WE can choose to listen to our True Voice at any time
Rule 6: Making an effort leads to long lasting fulfilment
Rule 7: Reactive behaviours lead to temporary fulfilment
Rule 8: Sharing makes room for us to receive more
Rule 9: True sharing means sharing with love; to help others and without expecting anything in return
Rule 10: We are all connected

Ask pupils to create their own 'testimonial' card;
On the front of the card they should write their testimonial. To help them write this testimonial they can answer the following four questions:

- What have you learned in Level One: Playing the Game of Life?
- What is your favourite rule to the Game of Life? Why?
- What reactive behaviour would you like to change in yourself?
- How can knowing the rules to the Game of Life help you?

Ask pupils to write their age at the end of the testimonial and decorate the front and back of the card in their own unique way.

EXTENDED READING

CONTINUE EXPLORING THE THEMES WITH THE FOLLOWING SUGGESTED CHILDREN'S LITERATURE

The Empty Pot by Demi highlights the value of individual strength of character and integrity through the beautifully illustrated adventures of Ping, a Chinese boy who is on a quest to become the next emperor.

The Little Soul and the Sun by Neale Donald Walsch is a simple and powerful story that brings children a very profound truth: There is not absolute good or bad; underneath all that happens in the world, all that we call "good" and all that we call "bad," is love. Your child will discover a God that she or he can love, because God is love, as are all the Little Souls who are a part of God. And, perhaps, parents, too, will rediscover who they really are.

God's Dream by Archbishop Desmond Tutu and Douglas Carlton Abrams Archbishop Tutu has a vision of God's dream, which he shares here with the youngest of listeners. It involves people who reach out and hold each other's hands, but sometimes get angry and hurt each other; and say they're sorry and forgive. It's a wish that everyone will see that they are brothers and sisters, no matter what their way of speaking to God, no matter the size of their nose or the shade of their skin.

All Things Bright and Beautiful by Cecil Frances Alexander is a timeless ode to nature that calls everyone to celebrate the wonders of life, great and small, seen and unseen. Bruce Whatley offers a fresh interpretation of this classic for the whole family to enjoy. Through his lush paintings, we join a little girl's country ramble and share her appreciation of the beauty around her: a flower, the wind, a mountain view, all gives her reasons to pause and praise, and inspires us to do the same.

You Are Special by Max Lucado. In this heart-warming children's tale, every day the small wooden people called Wemmicks do the same thing: stick either gold stars or grey dots on one another. The pretty ones—those with smooth wood and fine paint always get stars. The talented ones do, too. Others, like Punchinello, who can do little or who have chipped paint, get ugly grey dots. Eli the woodcarver helps Punchinello understand how special he is, no matter what other Wemmicks may think. It's a vital message for children everywhere: that regardless of how the world evaluates them, God cherishes each of them, just as they are.

All I See Is Part of Me by Chara M. Curtis. In a journey that carries the reader far beyond the printed page, a child discovers his common link with all of Life. Inspired by Sister Star, he finds the light within his heart and, as his vision expands, he sees that same light in all other things.

EXTENDED READING

Incredible You! by Dr. Wayne W. Dyer who has taken ten concepts from his book for adults 10 Secrets for Success & Inner Peace and interpreted them for children, creating Incredible You! Wayne believes that it's never too early for children to know that they're unique and powerful beings, and they have everything they need within themselves to create happy, successful lives. With this book, parents can introduce these important ideas to their children. The ten concepts are numbered, titled and set in rhyming verse, and vibrant illustrations bring each point to life. At the end, there are questions that children can answer to connect these ideas to their own lives, and make them realise how incredible they truly are.

Anh's Anger by Gail Silver. Children experience anger on a regular basis, but lack the coping skills to guide them through these difficult moments. In Anh's Anger, five-year-old Anh becomes enraged when his grandfather interrupts playtime with a summons to the dinner table. When Anh's grandfather takes the time to help Anh fully experience his anger by suggesting he go to his room and 'sit with his anger', Anh discovers a positive method by which to work through his feelings. This remarkable book teaches children to both acknowledge and resolve their difficult emotions, making it an invaluable tool for parents and teachers alike.

Cookies: Bite-Size Life Lessons by Amy Krouse Rosenthal. Everyone knows cookies taste good, but these cookies also have something good to say. Open this delectable book to any page and you will find out something about life. Cookies: Bite-Size Life Lessons is a new kind of dictionary, one that defines mysteries such as 'fair' and 'unfair' and what it really means to 'cooperate'. The book is clever, honest, inspirational, and whimsical. Go ahead, take a bite!

Simon's Hook by Karen Gedig Burnett. Simon is having a bad hair day. First his sister gives him a strange haircut, and then his friends tease him. Simon doesn't know what to do. Lucky for him he runs into Grandma Rose. After listening to his sorrowful story she helps him learn an important life lesson: how to handle teases and put-downs. By comparing teases to fishing hooks she tells him a tale of how fish learned not to bite. With fanciful characters such as Harmony Hippy Fish, Freddie Fang, Max the Mouse Fish and more, Simon learns that he, too, can swim free from the teasing hooks that people toss his way.

You Can Be Anything! by Gary Craig. The lyrical and charming verse in this book encourages young readers to believe in themselves and their dreams. With its heart warming text and spirited illustrations, it's the perfect picture book to inspire children all over and over again.

No Excuses by Dr. Wayne W. Dyer. The book focuses on the topic of excuses and how they can do more harm than we realise. It demonstrates how excuses

go far beyond "my dog ate my homework," and can actually become words that prevent your child from reaching his or her potential.

Howard B. Wigglebottom Listens to His Heart by Howard Binkow. Howard, a lovable bunny stops doing what he loved the most because friends made fun of him. He wanted to belong and fit in so desperately that he tried but did not succeed at all kinds of activities. One day with the help of his grandfather, he learned to be true to himself.

When I Feel Jealous by Cornelia Maude Spelman. A bear cub describes situations that make her jealous. When someone has something she wants, when someone is good at something she wants to be good at, and when someone else gets all the attention.

When I Feel Scared by Cornelia Maude Spelman. Children often feel afraid. This book, with its comforting words and illustrations, will help children address those fears and learn some new ways to cope with being afraid

When I Feel Angry by Cornelia Maude Spelman. Anger is a scary emotion for young children, their parents, and caregivers. As this little bunny experiences the things that make her angry, she also learns ways to deal with her anger in ways that won't hurt others.

When I Feel Sad by Cornelia Maude Spelman. Readers will recognise similar experiences in their own lives as this little guinea pig describes feeling sad when someone is cross or when something bad happens. Eventually our heroine realises that feeling sad doesn't last forever.

Peaceful Piggy Meditation by Kerry Lee Maclean. Sometimes life seems like it's all about hurrying—so many places to go! And sometimes it's hard when things don't go your way; it can make a piggy angry and sad. So how do young piggies find a peaceful place in a frustrating world? They meditate!

Moody Cow Meditates by Kerry Lee MacLean Peter. The Cow is having a bad day. After missing the bus, he loses his temper and gets in trouble. To make matters worse all the other kids and cows are teasing him, calling him "Moody Cow." Peter's day just seems to get worse until his grandfather comes over. Can Grandpa teach him to settle his mind and let go of his frustration? This vibrant children's book is a fun and funny way to introduce children to the power of meditation. With full colour illustrations by the author, Moody Cow is ideal for parent-child sharing and for repeat reads.

How to Lose All Your Friends by Nancy Carlson. With exuberant pictures and a tongue-in-cheek sense of humour, the author of I Like Me! takes a light-hearted

look at challenging behaviour that will have children laughing in recognition while learning exactly how not to behave.

The Invisible String by Patrice Karst. “That’s impossible,” said twins Jeremy and Liza after their Mum told them they’re all connected by this thing called an Invisible String. “What kind of string?” They asked with a puzzled look to which Mum replied, “An Invisible String made of love.” That’s where the story begins. A story that teaches of the tie that really binds. The Invisible String reaches from heart to heart. Does everybody have an Invisible String? How far does it reach, anyway? Does it ever go away? Read all about it! The Invisible String is a very simple approach to overcoming the fear of loneliness or separation with an imaginative flair with which children can easily identify and remember. Here is a warm and delightful lesson teaching young and old that we aren’t ever really alone and reminding children (and adults!) that we are loved beyond anything we can imagine. ‘People who love each other are always connected by a very special string made of love. Even though you can’t see it with your eyes, you can feel it deep in your heart, and know that you are always connected to the ones you love’.

The Giving Tree by Shel Silverstein. ‘Once there was a tree… and she loved a little boy’. So begins a story of unforgettable perception, beautifully written and illustrated by the gifted and versatile Shel Silverstein. Every day the boy would come to the tree to eat her apples, swing from her branches, or slide down her trunk… and the tree was happy. But as the boy grew older he began to want more from the tree, and the tree gave and gave. This is a tender story, touched with sadness, aglow with consolation. Shel Silverstein has created a moving parable for readers of all ages that offers an affecting interpretation of the gift of giving and a serene acceptance of another’s capacity to love in return.

Kindness is Cooler, Mrs. Ruler by Margery Cuyler. When Mrs. Ruler asks five of her class to miss playtime, she’s got a special plan up her sleeve. She’s about to teach a new golden rule: KINDNESS IS COOL!

One Child, One Planet by Bridget McGovern Llewellyn. One Child One Planet is a lovely and compelling book for children. It balances critical environmental information with gentle reassurance that children need as they become aware of the world around them.

One by Kathryn Otoshi. Blue is a quiet colour. Red’s a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don’t like what they see, but what can they do? When no one speaks up, things get out of hand….until One comes along and shows all the colours how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colours, they also learn about accepting each other’s differences and how it sometimes just takes one voice to make everyone count.

EXTENDED READING

The Curious Garden by Peter Brown. One boy's quest for a greener world... one garden at a time. While out exploring one day, a little boy named Liam discovers a struggling garden and decides to take care of it. As time passes, the garden spreads throughout the dark, grey city, transforming it into a lush, green world. This is an enchanting tale with environmental themes and breathtaking illustrations that become more vibrant as the garden blooms. Red-headed Liam can also be spotted on every page, adding a clever seek-and-find element to this captivating picture book.

The Boy Who Changed the World by Andy Andrews. This engaging story reveals the incredible truth that everything we do matters! Based on The Butterfly Effect, Andy's timeless tale shows children that even the smallest of our actions can affect all of humanity. The book is beautifully illustrated and shares the stories of Nobel Laureate Norman Borlaug, Vice President Henry Wallace, Inventor George Washington Carver, and Farmer Moses Carver. Through the stories of each, a different butterfly will appear. The book will end with a flourish of butterflies and a charge to the child that they, too, can be the boy or girl who changes the world.

Ordinary Mary's Extraordinary Deed by Emily Pearson. Ordinary Mary is an ordinary girl from an ordinary school, on her way to her ordinary house who stumbles upon ordinary blueberries. When she decides to pick them for her neighbour, Mrs. Bishop, she starts a chain reaction that multiplies around the world. Mrs. Bishop makes blueberry muffins and gives them to her paperboy and four others, one of whom is Mr. Stevens; who then helps five different people with their luggage, one of whom is Maria; who then helps five people, including a man named Joseph who didn't have enough money for his groceries and so on, until the deed comes back to Mary.

NOTES

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