

PATIENCE and SELF-DISCIPLINE

Objective: *To think about the importance of patience and self-discipline in obtaining the things in life that will make us happy*

Key Words: *audition, comfort, patience, universe, energy, strength, goals*

QUOTATION/THEME FOR THE WEEK



Discuss whether this is true in your experience.

SILENT SITTING

Steps 1, 2 (See page 40)

Step 5: Think of yourself as a rubber ball ...

You are well protected by a strong coat of rubber ...

Inside you feel very peaceful ...

Give yourself a minute to see how peaceful you can become ...

Imagine that nothing which might stop you from feeling peaceful can get in.

It just bounces off your rubber coating ...

Rest in that feeling of peace for a minute or two ...

In the future you can remember the peace inside you, whenever you feel rushed.

Know that you can always find the peace inside you.

Step 6.

STORY TELLING

TOM'S PEACE OF MIND

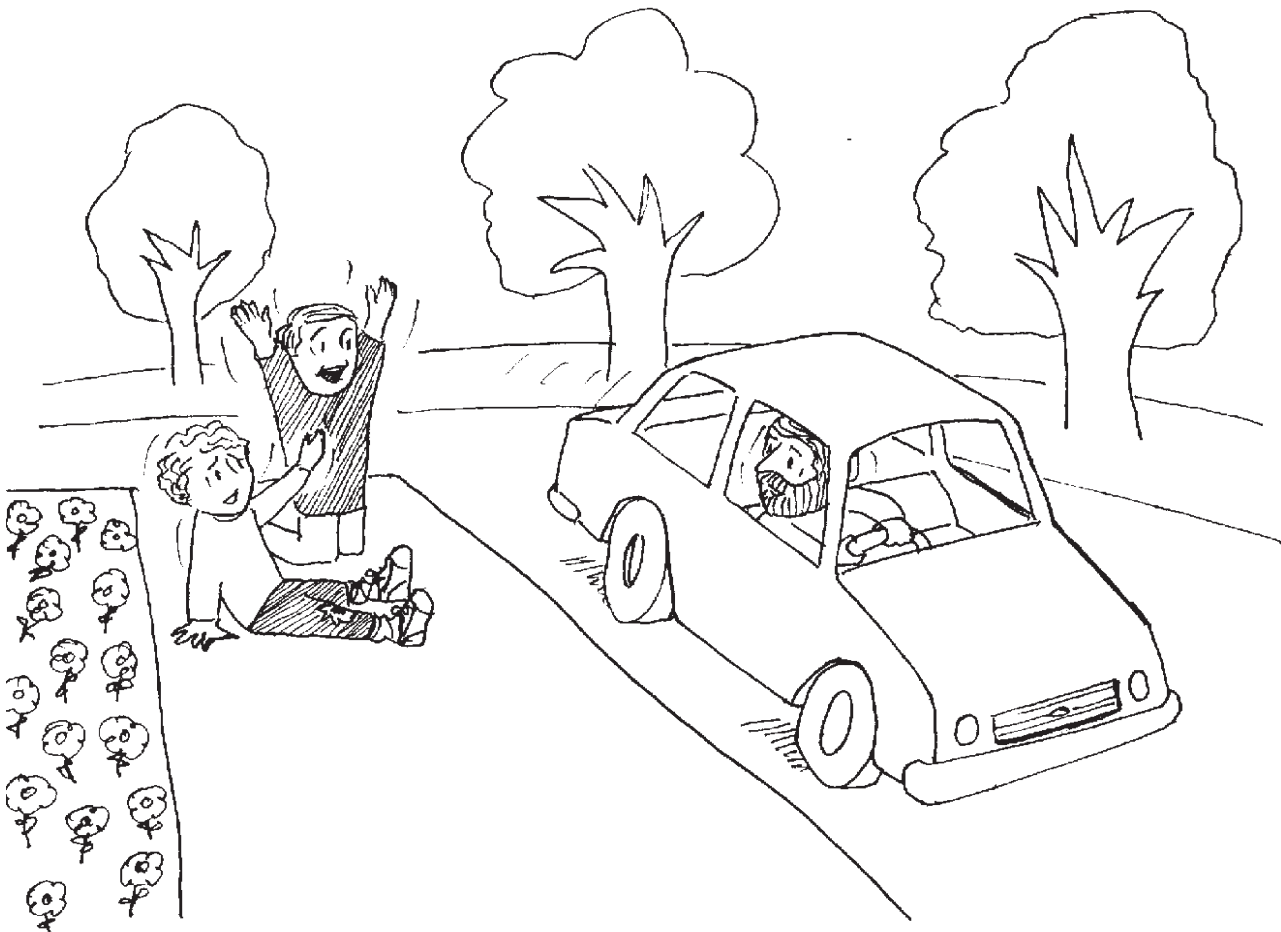
by Elisha Jones

There was once a boy called Tom who was very good at drama. When he was seven years old, he joined a drama club. He enjoyed acting and won awards year after year. When he was fourteen, he began practising for a part in a play to be put on at the local theatre during the Christmas holidays. He was hoping to get the leading role.

Two days before the audition he was feeling nervous. His teacher said he would easily succeed in getting the part as he was such a good, competent actor. During the next two days, Tom worked hard learning his lines and practising and at last came the time for the audition.

He set off down the road thinking how much it would mean to get the part. Turning the corner of the street, who should be coming towards him but his elder sister, Donna, who was out on her morning jog.

Seeing Tom, she waved, and not looking where she stepped, tripped over a broken paving stone.



She fell hard on to the road, crying out in pain. Shocked, Tom rushed over to help and found that his sister could not get up. Her leg was very painful and had a deep graze. There was no-one else around and Tom did not know what to do. Their father was out, but Tom expected him to be back in about ten minutes and to drive past them to the house.

Tom waited with his sister, trying to comfort her as much as he could. As the minutes passed, his heart sank. The time needed to get to the audition was ticking away. He didn't want to leave his sister alone, even to get to a telephone to let the theatre know what had happened. He would miss his slot and somebody else would be chosen. Quietly he resigned himself to the situation.

Twenty minutes later, Dad drove around the corner to see his daughter's red, tear-stained face and his son's sad look. When they saw their father, they cheered up and soon, with a struggle, Donna was helped into the car and off they drove to the hospital.

Donna had broken her leg. While Tom and Dad waited for Donna's treatment to be completed, they spoke about the audition. Dad assured Tom that it would be all right and said he would telephone to explain. Tom was not so sure, but was glad he had helped his sister because he loved her even more than his acting.

The next day, his Dad telephoned the theatre to explain why Tom had not made the audition. A few days later, Tom received a letter giving him another date to audition. How happy and thrilled he was when he attended and was chosen for the leading role!

QUESTIONS:

1. How old was Tom when he joined a drama club?
2. Why did he join a drama club?
3. Why was Tom nervous about the audition at the theatre?
4. What did Tom do when his sister tripped over?
5. What else might he have done?
6. How might Tom have felt if he had not stayed and helped his sister?
7. Can you think of a time when you helped someone, even though you thought you would lose something that was important to you?
8. How did you feel?
9. What did the story mean to you?

GROUP SINGING

PEACE IS FLOWING THROUGH ME

(music and lyrics by Sara John)

*(Chorus) Peace, peace, peace
Is flowing through me
To the world and universe,
Holding hearts together
With my love and joy.*

It's an energy of life -
A force we can expand.
Give it to the land
For our peace plan.
Feel it in your heart,
It's always waiting there.
Offer it to all,
It's everyone's to share.

*(Chorus) Peace, peace, peace
Is flowing through me
To the world and universe,
Holding hearts together
With my love and joy.*

It's the spirit sweet and true,
The glow from every heart,
Love from me and you.
We only have to start.
Its power and its strength
Will clear all the pain.
Suffering will end,
The world will sing again.

*(Chorus) Peace, peace, peace
Is flowing through me
To the world and universe,
Holding hearts together
With my love and joy,*

*Holding hearts together
With my love and joy.*

GROUP ACTIVITY

1. BEING KIND TO ANIMALS.

Photocopy the picture on the next page for the pupils to paint or crayon.

2. WHAT DOES THE MUSIC MEAN TO YOU?

Play a piece of music for the class to listen to, for example:

- (a) composers such as Mozart, Vivaldi, Bach, Handel, Telemann, Palestrina, etc. or
- (b) relaxation music, or
- (c) flute music, or
- (d) sounds from nature, such as bird song, sounds of the sea or of rain, or the Song of the Whale, etc.

Ask the children to close their eyes as they listen to help their concentration. Then ask them either to describe, one by one, what they see in their mind's eye whilst listening, or to draw a picture about what they see.

Discuss the effects that different types of music have on the mind and body.

For results of tests of music on the body and mind see:

*'The Body Doesn't Lie' by Dr. John Diamond,
'The Healing Energies of Music' by Hal Lingerian,
'Music' by Inayat Khan.
'The Mozart Effect' by Don Campbell*

Close the lesson: If the teacher wishes, the lesson can be closed by asking the children to form a circle and say, "Good values show us how to succeed peacefully."

Extension Exercise / Links to Other Subjects:

This lesson gives the teacher the opportunity to review the simple goal setting process, undertaken in lesson 1.1 on "Ground Rules" (see page 57).

Discussion could include the children's evaluation:

Was it easy to define the goals?

Did they have any difficulties?

How did the value of patience help them achieve their goals?

How did they feel filling in smiley faces?

BEING KIND TO ANIMALS

