

EduCare

LET'S GROW TOGETHER!



8
2015



DiSciPLiNe

Educational magazine for children, kids, families
and schools with human value focus



I CAN TREAT OTHERS WITH RESPECT.

Would you hand over a bike to your children without having first ascertained that the brakes are working? Certainly not. You know that without good brakes they would be unable to reduce the speed of their bikes and avoid obstacles, and they would also risk unpleasant falls. You know that no one can learn how to ride a bike without first learning how to use the brakes, and children know that, too.

Similarly, we should ask ourselves whether we would let our children go off into the world before having the right understanding of limits, rules and social norms, and having developed a respect for all just authority.

Parents and teachers who stress the importance of both 'love and law' can make an enormous difference in the lives of their children/pupils. Setting a good example is one way to do so. When you counsel them in a loving tone of voice and explain the meaning of the rules you establish, they will pay attention and be more prone to follow your advice. Their listening skills will be fine-tuned, thanks to your own patience, gentleness and calmness, and they will develop a mental attitude of openness and nonresistance, which will make it easier for them to listen to the good counsel and advice of their own conscience as they grow. To hand them over to 'their conscience' is the hidden goal of discipline and a key for good living, perhaps the most important, and certainly a precious gift to give to our children.

Summary

5 Topic focus

Discipline
Quotations - Goals - Dictionary

7 Close up on educare

9 Kid's Study Circle

Discipline

11 Activity

My weekly self watching chart

13 Think about it!

Discipline: a loving example

15 Comics

Marty

17 Roots of Wisdom

The miracle of perseverance

21 Stories and legends

The ant and the grasshopper

23 In Class with Human Values

Discipline
A path towards self-control
and self-confidence

27 Stories and legends

One false step

29 Popular stories and legends

Republic of South Africa:
Nambi

35 Stories

Teo and... the litter bugs

39 Let's make the difference

41 Reflection

43 Group games

Values and sports:
discipline

Winding up

Appendix

Editor-in-Chief

Suzanne Palermo
email: kiba09@sunrise.ch

Editorial team

Branislava Babić
email: bana.bb@love.com
Marina Ciccolella
email: marinaciccolella@teletu.it
Daniel Conci
email: soham.db@libero.it
Borna Lulić
email: borna.lulic@gmail.com
Olga Emmanuel
email: olga.k.emmanuel@gmail.com
Adrienne Palermo
email: gbpalermo@gmail.com

Design and Layout

Daniel Conci.

Project and Illustrations

Daniel Conci, Suzanne Palermo.



ISSUE
1st trimester 2015

Copyright © ISSE.SE
All rights reserved

Produced and published by ISSE. SE
48018 Faenza RA, Italy
www.isseducare.org
email: secretary@isseducare.org
Director: George Bebedelis
in collaboration with
SaiCare Stiftung Germany
www.saicare-stiftung.de

discipline



Quotations

"The secret of discipline is motivation. When a man is motivated enough, discipline will take care of itself."

Alexander Paterson

"True discipline cannot be imposed. It comes from our own innerself."

Dalai Lama

"A child who has become master of his acts through long and repeated exercises, and who has been encouraged by the pleasant and interesting activities in which he has been engaged, is a child filled with health and joy and remarkable for his calmness and discipline."

Maria Montessori, The discovery of the Child



Goals

Child discipline is a process that leads the children towards the goal of self-regulation and self-discipline. To know how to set rules and limits for oneself and to follow them diligently is an essential life-skill. It implies accepting and understanding social rules as the only means to develop and build good and lasting social rapport and relationships. Self-discipline fosters respect for oneself and others.



Dictionary

THE TERM DISCIPLINE (FROM LAT. DISCIPULUS), REFERS TO THE PRACTICE OF TRAINING PEOPLE TO RESPECT AND OBEY A SET OF SOCIAL RULES AND LAWS, CONDUCTIVE TO GOOD, MORAL BEHAVIOR. IT CAN ALSO REFER TO A SYSTEMATIC AND METICULOUS ORGANIZATION OF ACTIVITIES. THE OBSERVANCE OF CERTAIN PHILOSOPHICAL AND ASCETIC PRACTICES TO REDUCE DESIRES AND GAIN SELF-CONTROL CALLS FOR DISCIPLINE TOO.

Synonyms

EDUCATION
NORMS
ORDER
OBEDIENCE
OBSERVANCE
ATTENTION
CARE
RESPECT
SELF-CONTROL

Antonyms

IGNORANCE
INFRACTION
DISORDER
DISOBEDIENCE
INDIFFERENCE
THOUGHTLESSNESS
NEGLECT
DISRESPECT
SELF-IN DULGENCE

Education in Human Values

The tree is more than first a seed, then a stem, then a living trunk, and then dead timber. The tree is a slow, enduring force straining to win the sky.

A.de Saint-Exupéry

The tree and the child

When trees are young their trunks are fragile and roots are tender. If no one is there to tie them to a post they can bend over, grow twisted and break with the first gust of wind. It is essential to learn how to support young trees if we want them to grow upright, vigorous and strong. Their trunks will one day have to carry the weight of a crown of branches and leaves, and their roots hold the whole tree into place, just like an anchor! Similarly, rules, limits, and discipline in general, foster good habits and encourage character development in the growing child.

Although the word 'discipline' usually brings to mind the "practice of training people to obey rules or a code of behavior, using punishment to correct disobedience", (Oxford dictionary), its true worth is such that we can compare it to the art of caring, and refer to it as a key to good living. To reach a balance in which the adult teaches the child how he/she should act, 'without imposing the will and power of an adult upon the child and thus guiding him/her in all his/her actions', is not easy. (Montessori). It can be done, however, when rules are clearly explained and the meaning of the rules lovingly put forth. Discipline is not an end in itself, meant to make the child submissive to the parent/teacher/adult. It is a path leading towards

Respect for
rules

Self-dignity

Self-sufficiency

Punctuality

Good human
relations

Respect
for others

Sense of duty

Fairness

Care for the
environment



good conduct, and should emphasize goals such as respect for oneself and others, fairness and a sense of duty.

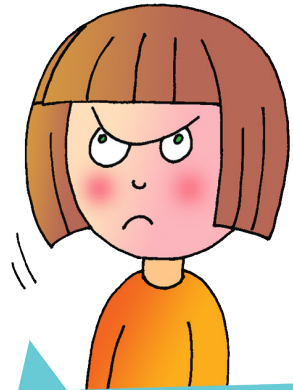
Setting rules fosters mindfulness, helps children to understand the law of cause and consequence, and to become aware of dangers. It teaches orderliness, method and self-observation, and builds resolve and self-control. Discipline, if applied with love, leads children closer to themselves through a process of self-government, the royal road to self-mastery. Learning to do what is good is the natural outcome when you know how good self-discipline makes you feel.

"While criticism or fear of punishment may restrain us from doing wrong, it does not make us wish to do right. Disregarding this simple fact is the great error into which parents and educators fall when they rely on these negative means of correction. The only effective discipline is self-discipline, motivated by the inner desire to act meritoriously in order to do well in one's own eyes, according to one's own values, so that one may feel good about oneself and may "have a good conscience." (Bruno Bettelheim).

The method

All organisms, animate and inanimate, human beings and animals, plants and minerals, have rules and laws to respect and abide by. When our body temperature exceeds a given limit, we get ill. Planets follow a given direction and orbit, or else... In the same way, respect of social norms and moral conduct regulate respectful and dignified human relations. To learn to keep one's senses in check and to control the wayward flow of thoughts are among the most important goals of discipline. Discipline is the tool which sets the pace, molding and shaping a child's character.

Discipline!



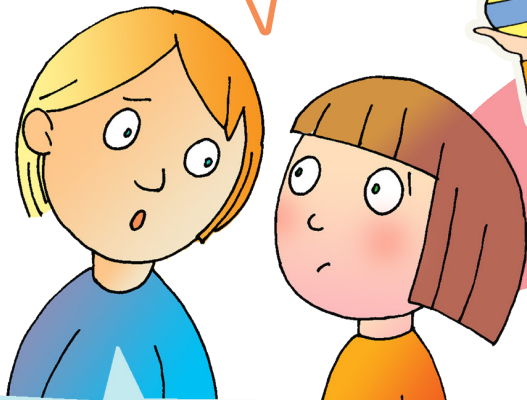
OOF!

I CAN'T DO THIS...
I CAN'T DO THAT... NO! NO!
EVERYONE'S ALWAYS TELLING
ME 'NO!'



I CAN ONLY RIDE MY SCOOTER,
OR MY BIKE, OUTDOORS. AND I CAN'T
PLAY BALL INDOORS EITHER! OOF! I
CAN NEVER DO WHAT I WANT!

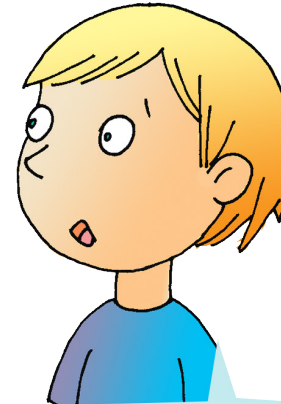
DON'T GET ANGRY! RULES
ARE IMPORTANT. WE ONLY NEED
TO ACCEPT THEM.



RULES HELP US BALANCE THE
THINGS WE DO!



BALANCE?

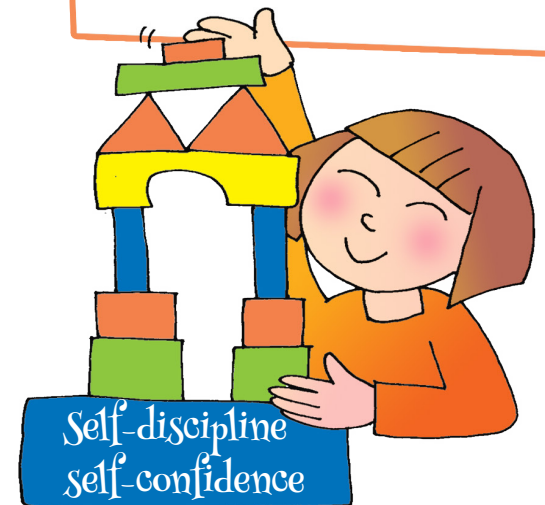
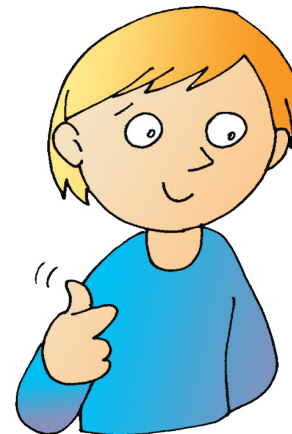


AND THEY TEACH US HOW
TO RESPECT OTHER PEOPLE,
AND OURSELVES, TOO!

BELIEVE ME! IT'S BETTER IF WE
DON'T DO CERTAIN THINGS...



...AND SOME THINGS WE REALLY SHOULD
NEVER DO! EVERYTHING THAT EXISTS HAS
A SET OF RULES TO FOLLOW TO MAKE IT
FUNCTION WELL. SO DO WE!



RULES BUILD DISCIPLINE. WHEN YOU KNOW WHAT IS RIGHT, WITHOUT
ANYONE HAVING TO TELL YOU, THE BASIS OF YOUR WHOLE FUTURE WILL
BE STABILIZED AND STRONG. JUST LIKE THE FOUNDATIONS OF A HOUSE!

Discipline: a loving example

When a person acts unjustly or irresponsibly in the Babemba tribe of South Africa, he is placed alone in the center of the village but is in no way prevented from running off. Everyone in the village stops working and gathers around the person who has been accused. Then each person, regardless of age, begins to tell the person in the center about all the good things he or she has done during his or her life. Everything that can be remembered about this person is described in great detail. All the accused's positive attributes, good deeds, strengths, and kindness are verbalized for their benefit. Each person in the circle does this in great detail. All the stories about this person are told with the utmost sincerity and love. No one is allowed to exaggerate events that happened, and everyone knows that they cannot make stories up. Nobody is insincere or sarcastic as they speak. This ceremony continues until everyone in the village has had his or her say about how they value this person as a respected member of their community. This process can go on for several days. In the end, the tribe breaks the circle, and a joyous celebration occurs as the person is welcomed back into the tribe.

Through the eyes of love, which this ceremony so beautifully describes, we find only reunion and forgiveness. Each person in the circle, as well as the person who is standing in the center, is reminded that forgiveness gives us the opportunity to let go of the past and the fearful future. The person in the center is no longer labeled as a bad person or excluded from the community. Instead, they are reminded of the love that is within them and are joined with those around them.



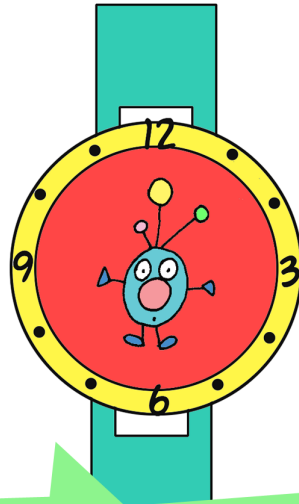
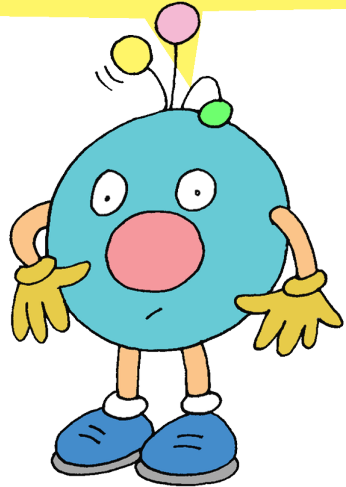
From Forgiveness: the Greatest Healer of All by Gerald Jampolsky, USA: Beyond Words Publishing, 1999, quoted by Taplin, M. & Devi, A. (2004). "To Teach No to Punish". Hong Kong: The Institute of Sathya Sai Education of Hong Kong.

Think about it!

THE BEMBA BELONG TO A LARGE GROUP OF BANTU PEOPLES MAINLY IN THE NORTHERN, LUAPULA AND COPPERBELT PROVINCES OF ZAMBIA WHO TRACE THEIR ORIGINS TO THE LUBA AND LUNDA STATES OF THE UPPER CONGO BASIN, IN WHAT BECAME KATANGA PROVINCE IN SOUTHERN CONGO-KINSHASA (DRC). THEY ARE THE LARGEST ETHNIC GROUP IN ZAMBIA. BEMBA HISTORY IS A MAJOR HISTORICAL PHENOMENON IN THE DEVELOPMENT OF CHIEFTAINSHIP IN A LARGE AND CULTURALLY HOMOGENEOUS REGION OF CENTRAL AFRICA.

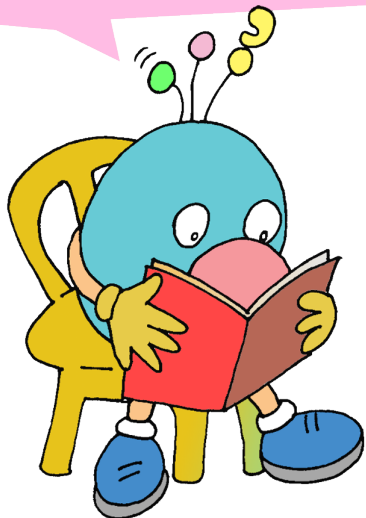
THE BEMBA ARE THOSE WHO CONSIDER THEMSELVES SUBJECTS OF THE CHITIMUKULU, THE BEMBA'S SINGLE PARAMOUNT CHIEF. THEY LIVED IN VILLAGES OF 100 TO 200 PEOPLE AND NUMBERED 250,000 STRONG IN 1963. THERE ARE OVER 30 BEMBA CLANS, NAMED AFTER ANIMALS OR NATURAL ORGANISMS, SUCH AS THE ROYAL CLAN, "THE PEOPLE OF THE CROCODILE" (BENA NG'ANDU) OR THE BENA BOWA (MUSHROOM CLAN).

I HAVE ALL KINDS OF THINGS TO DO!

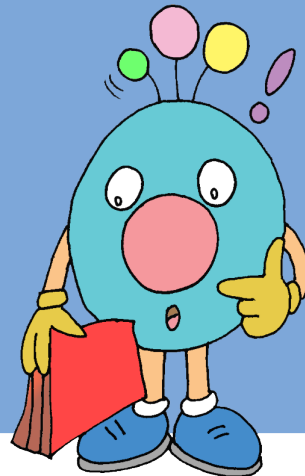


TIME IS JUST NEVER ENOUGH!

THIS BOOK SAYS THAT SELF-DISCIPLINE IS LIKE A COMPASS...



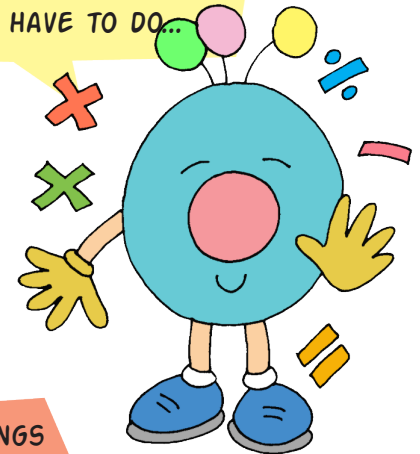
I NEED TO ORGANIZE MY TIME AND LEARN HOW TO SET LIMITS.



IT'S A QUESTION OF MATHEMATICS!



IF I DIVIDE THE HOURS AND GROUP THEM ACCORDING TO WHAT I HAVE TO DO...

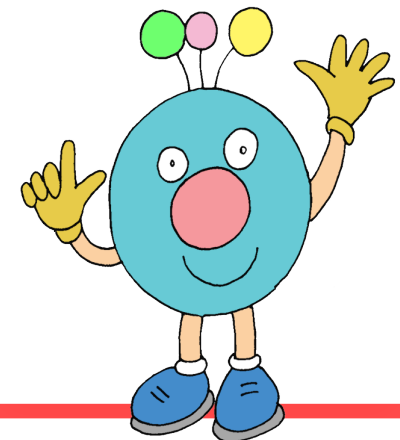


...IF I SUBTRACT THE THINGS THAT MAKE ME LOSE TIME...

... AND IF I ADD GOODWILL AND DILIGENCE TO MY SENSE OF COMMITMENT...



...I'LL REALIZE ALL MY GOALS AND EVEN HAVE EXTRA TIME TO USE FOR SOMETHING ELSE!



THE MIRACLE OF PERSEVERANCE

Adapted from a story by Harry Sakellarios

A STORY FROM GREECE

Roots and wisdom

17

The waves come gushing and rushing, breaking on the shore of Phaleron. The eighteen-year-old boy – pale and weak-looking – is sitting on a rock, staring at them. From time to time, he turns his gaze towards Athens, sighing deeply, as the sun slowly sinks into the waters of the Saronic Gulf.

"Hey, boy! You are going to freeze here at this hour," cries a voice. It is Eunomus, the old field guard. "Oh, you do look unhappy... What is the matter?"

The boy turns towards the old man. "I'm a useless, worthless man..." he breaks into a sob.

The old man shakes his head. "I can't believe that. Man is a bottomless treasury of strength. But at times unexpected events can shake away whatever faith we have in ourselves. What made you form such a bad opinion about yourself?"

"It's not a single event, ... it's me!" The young boy gets up, showing his feeble stature.

"Hmm..." utters the old man. "As far as I can see, I don't have an invalid before me!"

"But can't you see my sickly body? Can't you hear how I stutter? I am so short of breath that a single sentence is too long for me. You are not going to fool me, old man, and have me

believe – like my teacher – that I am perfect and capable of everything!"

The old man keeps quiet for a while, biting his lips. "You are a bit wiry. And, yes, your speech does falter. But do you want to be a wrestler?"

"No."

"An orator, perhaps?"

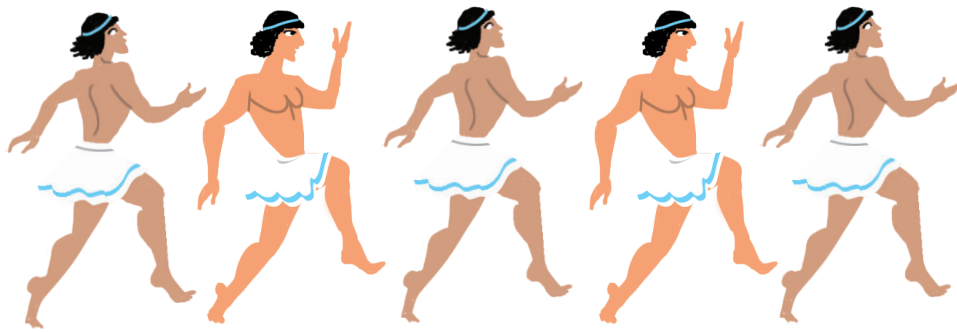
"Old man... the gods would punish me if I lied. I heard Callistratus deliver a speech one day... the Athenians gave him a standing ovation... He was full of light, shining like an immortal... and ever since then I've had nothing else in my mind but to be like him. A few days ago, I gave my pledge as an adolescent and today I was supposed to deliver a speech before the Athenians... But the minute I uttered the first few words, all my fellow-citizens started to mock me... I left fast and full of shame, and could hear their loud laughter behind me... I was humiliated!"

"Oh, you are such a child... ", says the old man. "So, you wanted to make the Athenians notice you and cheer you right from your first appearance? Did Callistratus make the Athenians hang from his lips from his very first speech?"

"But I am weak, I stutter, and my breath is so short..."

"Look here... This rock has been consumed by the waves and is ready to fall into the sea. Do you think that this has happened because the waves hit the rock just once? They've been beating





at it incessantly for years. Do you possess such perseverance and strong will?"

The young boy purses his lips. "Yes, I do!" he answers firmly. "Then, put a smile on your face! Take deep breaths, run fast uphill, strengthen your lungs. Exercise your tongue and practice pronouncing difficult words with your mouth full of small, round pebbles. Come here, to Phaleron, and deliver your first speeches to these mighty waves. Human crowds are just like them. They rush towards you, ready to devour you. Don't let them frighten you, my good lad. The battle is won only by those who persevere."

"Old man, if things are as you say, I swear by the gods, that nothing will be able to stop me from climbing the steep road you have traced for me."

"Yes, nothing..." answers the old man. "By the way, I never asked you your name."

"Demosthenes."

"May the gods give you strength, my boy..."

Demosthenes begins his hard training the next morning. He runs uphill to strengthen his body and his breathing. His chest starts aching, his heart beating fast. He feels dizzy, his legs tremble and he sits on a rock. His old teacher, totally out of breath, walks up to him.

"What are you doing to me today, my boy?" he says. "But

you... you are ready to collapse!"

"Today is just the beginning..." says Demosthenes. "And like all beginnings, it's difficult".

"But you are too weak..." says his teacher, throwing a coat over Demosthenes' shoulders.

Demosthenes shakes it off. "What good is it if I'm not even able to help myself! I can carry my own coat! Don't you see? I can't keep on watching Lycabettus hill from afar, being unable to put my foot on it!" Saying this he dashes off in the direction of the steep slope.

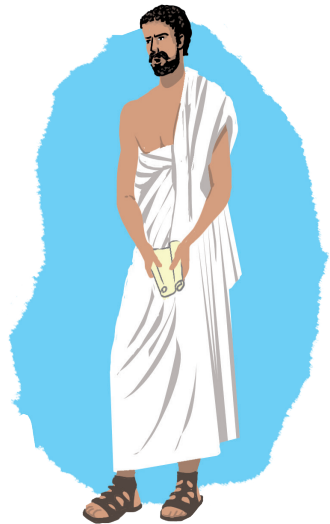
"Oh, youth! What force hides within you..." cries his teacher watching from a distance.

Day by day the lad strides uphill with greater ease and speed. And his teacher becomes prouder and prouder of him. They then go back to his lessons, reading and writing away. He copies Thucydides' historical treatise eight times, in an effort to gain historical knowledge, and learn to speak and write well. Later in the day, as the sun begins its descent, he sets off for Phaleron where he talks to the frothing waves, for hours, with his mouth full of small, round pebbles...

Demosthenes will speak today! The Athenians dash off to Pnyx, gathering around Demosthenes. They hold their breath in great anticipation.

"Citizens of Athens!"

The scrawny adolescent that they had once treated with disdain, stands fearless before the crowd, captivating it, enrapturing it. Demosthenes is now a passionate orator, an unbeatable master of speech, the equal of whom they've never listened to before.



Perseverance has given birth to a miracle!

The ant and the grasshopper

from Aesop's fables



Once there lived an ant and a grasshopper in a grassy meadow.

All day long the ant would work hard, collecting grains of wheat from the farmer's field far away. She would hurry to the field every morning, as soon as it was light enough to see by, and toil back with a heavy grain of wheat balanced on her head. She would put the grain of wheat carefully away in her larder, and then hurry back to the field for another one. All day long she would work, without stop

or rest, scurrying back and forth from the field, collecting the grains of wheat and storing them carefully in her larder. "Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied.

"To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

The grasshopper would look at her and laugh.

"Why do you work so hard, dear ant? Come, rest awhile, listen to my song.

"Summer is here, the days are long and bright.

Why waste the sunshine in labor and toil?"

The ant would ignore him, and head bent, would just hurry to the field a little faster.

This would make the grasshopper laugh even louder.

"What a silly little ant you are! Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!" And the grasshopper would hop away across the meadow, singing and dancing merrily.

Summer faded into autumn, and autumn turned into winter. The sun was hardly seen, and the days were short and grey, the nights long and dark. It became freezing cold, and snow began to fall.

The grasshopper didn't feel like singing anymore. He was cold and hungry. He had nowhere to shelter from the snow, and nothing to eat. The meadow and the farmer's field were covered with snow, and there was no food to be had.

"Oh, what shall I do? Where shall I go?" wailed the grasshopper. Suddenly he remembered the ant.

"Ah, I shall go to the ant and ask her for food and shelter!" declared the grasshopper, perking up. So off he went to the ant's house and knocked at her door.

"Hello ant!" he cried cheerfully.

"Here I am, to sing for you, as I warm myself by your fire, while you get me some food from that larder of yours!"

The ant looked at the grasshopper and said,

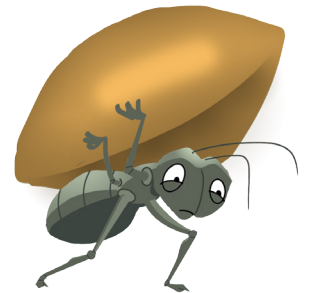
"Haven't you stored anything away for the winter? What in the world were you doing all summer?"

"I didn't have time to store any food," complained the grasshopper. "I was so busy playing music that before I knew it the summer was gone."

The ant let him come into her house, gave him warm food and said,

"From next year you should work hard and the rest of the time play your beautiful music."

The grasshopper cried for her kindness. Since then he worked hard, and didn't forsake his duty anymore.





DISCIPLINE

A path towards self-control and self-confidence

Nowadays, indiscipline in public schools is more and more the trend. During the past few years, a dangerous decrease in self-control has been recorded. Children and teenagers are hyperactive, lack concentration and show intolerance for what they consider long school hours (which, in the past amounted to a normal school schedule). Even when the students are involved in captivating activities, which seem to interest them, they soon show signs of fatigue, impatience and distraction. The problem is generational, and points to a bleak outlook for the future. Among the many reasons behind this scenario, two contribute the most:

1. Absence of responsible and influential parenting – due to the fact that both parents are employed and away from home for long hours – as well as a general lack of parenting skills.
2. Overexposure to technological devices that children use from a very early age, which drain memory and concentration skills. On the contrary, children with parents who are responsible and present in their lives, show an innate sense of discipline. This is evident from the way they express respect towards their classmates and teachers, as well as responsibility towards their school tasks and homework. We all agree that true discipline cannot be forced but is based on the regularity with which one applies shared rules. We have often heard and appreciated the idea that parents and teachers need to be



authoritative and not authoritarian. Effective discipline is thus the result of tenacity and resolution exercised by both parents and teachers, who constantly work at it. The measure of success is proportional to their own efforts.

How?



For that which concerns school life, doing the right thing is never an easy task. The responsibility is on the teachers' shoulders and depends on one's firmness and steadfastness. Let's give some practical examples:

A class of 27 students, most of whom are totally undisciplined

Description

The children were around 11 years old. 50% of them played and laughed during class activities. Two of them had ADHD (Attention Deficit Hyperactive Disorder) and were constantly in motion, shouting and talking at the top of their voices. The rest had no particular problems, but suffered as a result of this situation.

SUITABLE SOLUTIONS

Group work

The hyperactive children received clear tasks with very precise instructions, with regard to activities, roles and timing. The evaluation of their work was carried out on the basis of their accuracy and punctuality, and on what they themselves had to say about it.

Aims

To foster and increase awareness of the value of personal responsibility, to elicit co-operation, to help uncover self-confidence.

An Additional note

To avoid wasting time and/or experiencing trouble with children with behavioural problems, the strategy of competition among groups can be helpful. The children become engaged in their work and have no time to bother others. In this case, the group must be heterogeneous (a medley of children, with and without problems).

Outcome

The results were encouraging. At the beginning, the children with hyperactive disorders were provocative but their disturbance was handled well by their group mates, who encouraged them to get on with their work in order to win the competition. The former would then become more submissive and carry on with their task.

Quotation

Group-work is a good tool. However, it is not always possible. Lessons need to also be frontal. Before introducing the theoretical part of a lesson – which generally does not receive the “Guinness of overall appreciation” – the teacher may ask the children to read a selected quote on discipline, and after a few minutes, give way to a ten to fifteen-minute class discussion. This is something which children and students invariably enjoy.

Timing

Time for interventions can be given (2-3 minutes for each intervention) and should be taken note of by the teacher. It is ‘a must’ to follow the order of the circle, so that children may learn to respect everyone’s turn.

Advice

Assigning hyperactive boys the task of ‘playing reporter’, to record personal views and opinions, can avoid confusion and waste of time. It builds self-esteem and calms them down.

Outcome

This was very encouraging; if the activity is well planned by assigning specific tasks, the students feel good with the procedure.

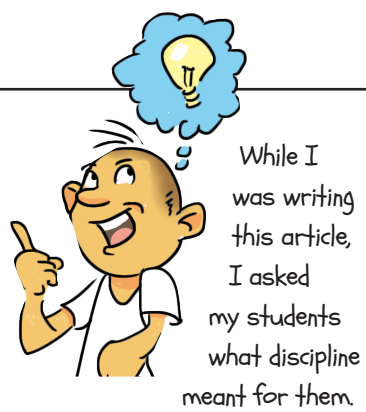
**The best technique:
value their potential!**

An experienced value-oriented teacher grasps his/her student’s potential and knows who can apply themselves to bring it forth. The teacher, with a just sense of measure, should always be ready to support them as if he/she were their best fan. Children and students perceive the way you trust them, and respond to the teacher’s efforts. When you scold them, if they are being undisciplined, they immediately understand that they should quickly regain composure and get back to their work.

Conclusion

Discipline is an energy, which pours out of whatever a teacher does during his/her interaction with his/her pupils, and when this happens with love. If the teacher shows care, responsibility and personal discipline, these same attitudes pass on to the students. If you are self-disciplined, you pass it on without ever having to utter a word... It is the power of setting an example and of ‘being that which you wish to transfer’, that makes the difference. It is not my intention to over-simplify the process: every teacher knows that discipline is not that simple and easy. It implies a long process that calls for tons of patience, care, attention, never-ending perseverance and, above all, firmness. Even when we need to punish (for it is sometimes necessary to do so), we must never shout, never accuse; with the evidence of facts, speak firmly and explain why a bad note (for example) represents a corrective measure. Like most teachers, there have been times when I, too, have had to punish a student. They have always accepted





While I was writing this article, I asked my students what discipline meant for them.

The study circle interspersed active participation, with moments of silence. This is what they said:

- Knowing what to do and what not to do (Alessio, 11)
- Not to be blind when there is some danger (Mattia, 11)
- Self-control (Camilla, 11/ Jenny and Chiara, 12)
- To be aware of the consequences of one's own actions (Lorenzo, 11)
- Not to deny when there is evidence of a misdemeanour (Alice, 11)
- Not to exaggerate while playing (Gabriele, 11)
- Knowing what to do and what not to do according to context (Matteo, 12)
- To be aware of your mistakes (Gabriele, 12)
- There is a right time for playing and a right time for doing one's duty (Luca, 13)

the consequences of their misdemeanour and have usually apologized later; moreover, they have never repeated the same mistake again. Discipline comes from within, in the same way that love does. It is the result of the combined efforts of both parents and teachers.

Some of them, who play in a football team, spoke about fair play. When I asked them what 'fair play' meant to them, they replied that it means "to play clean" (i.e. properly), and to not resort to cheating (Andrea and Giovanni 12).

As usual, I was astounded by the accuracy of their personal definitions and any further comment on my part would be superfluous. On closing the circle, I asked all of them why they behaved in an undisciplined way with some teachers. Their answer was unanimous: if the teacher does not respect us, we react that way; we show respect if we receive it. Boys and girls call for discipline a priori, but the final assumption made on behalf of the students should make us think earnestly about how serious and firm we are in our own work and behaviour.

Marina Ciccolella

Discipline should be enforced with love and understanding.

Sathya Sai

One false step




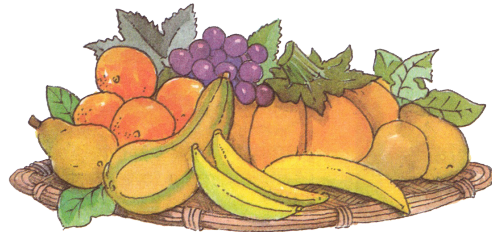
An evil king once announced that he would honor with a big gift any Sage who would agree to do any one of three evil things: 1) he must aver that the Sacred teachings of the land are false, or 2) he must drink liquor, or 3) he must run away with someone else's wife. For a long time no one within the seven seas came forward to observe any of these terrible things. A sage is a wise person and knows that it is better to not fall into the clutches of evil. But one day a poor sage, on the verge of starvation, came to court and accepted to drink liquor, an evil which he considered the least reprehensible of the three. But, as soon as he got drunk, he began to swear and curse and in the excitement of intoxication he shouted in the streets that the sacred teachings of the countries fathers and forefathers are a tissue of lies; he entered the house of his neighbor and assaulted the lady of the house, like the worst criminal of the land. One thing led to another!




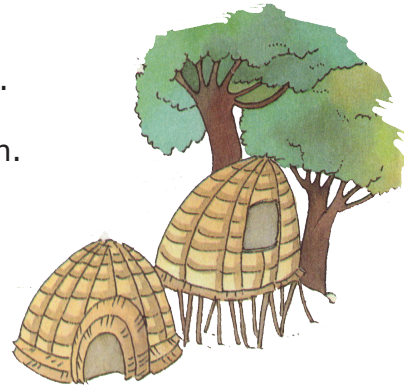
Nambi

REPUBLIC OF
SOUTH AFRICA

 "One, two, three, follow me!
Come and see my country!
Read the story and watch Nambi eat
Food that is bitter, salty and sweet!"




 This is the story of Nambi.
"Who is Nambi?"
Nambi is an African Queen.
"Where does she live?"
She lives in a big village.



"Is she beautiful?"
Oh yes! Nambi is beautiful.
She is beautiful and... very fat!
"Why is Nambi so fat?"
She is fat because she really
eats very much!



 I eat for one!
I eat for two!
I eat for three or four!
And when I'm through,
I will ask you:
"Is there any more?"



Nambi is always eating!
She eats bread and cakes,
fish and meat. She eats
anything bitter, salty or
sweet!

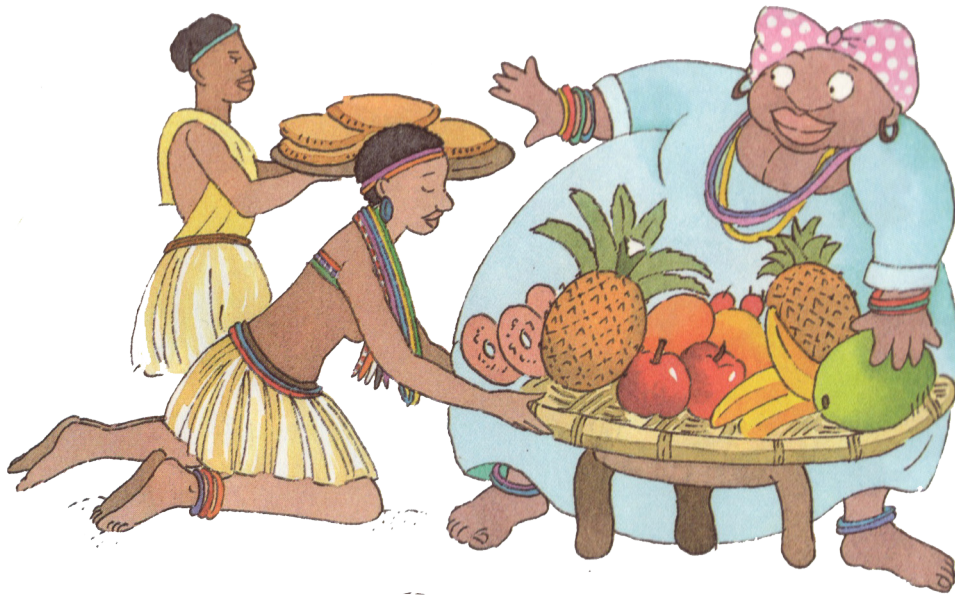


"Bread and butter, fruit and cake...
I eat whatever you cook or bake!
Fish and sald, eggs and meat...
Bitter or sour, salty or sweet!"



REPUBLIC OF
SOUTH AFRICA





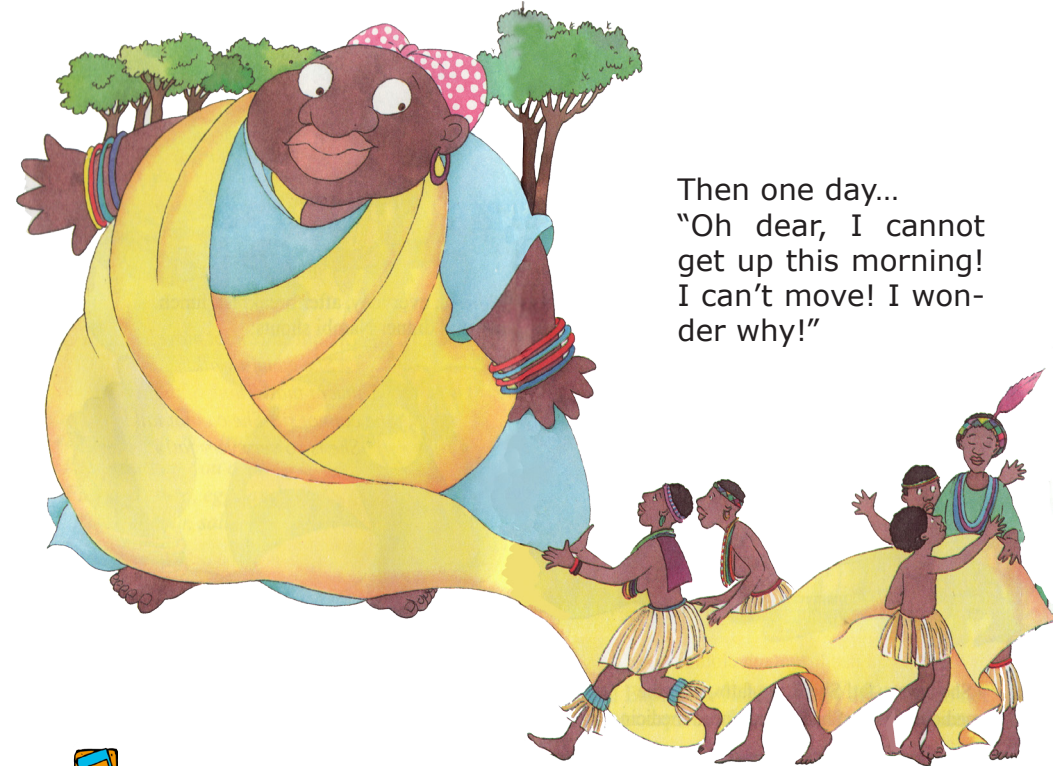
Everyday the village people bring her baskets full of food. They bring her food for breakfast, lunch and dinner. But everyday, after breakfast, lunch and dinner Nambi shouts:



"A snack!
I want a snack!
Where is the food?
Bring it back!"



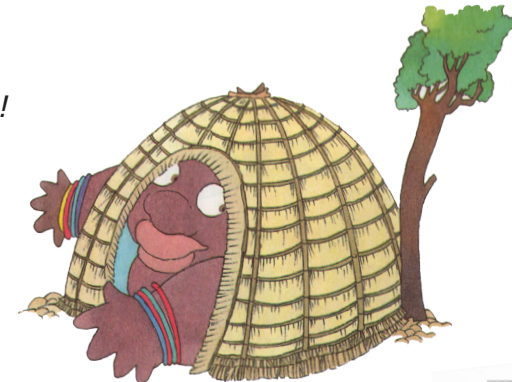
She eats and eats and becomes fatter and fatter!
"Dearest queen," say a village woman, "I need one hundred metres of cloth to make this dress for you!"
"Why do you need so much cloth for one dress? I want a snack! Where is the food? Bring me some food!"



Then one day...
"Oh dear, I cannot get up this morning! I can't move! I wonder why!"



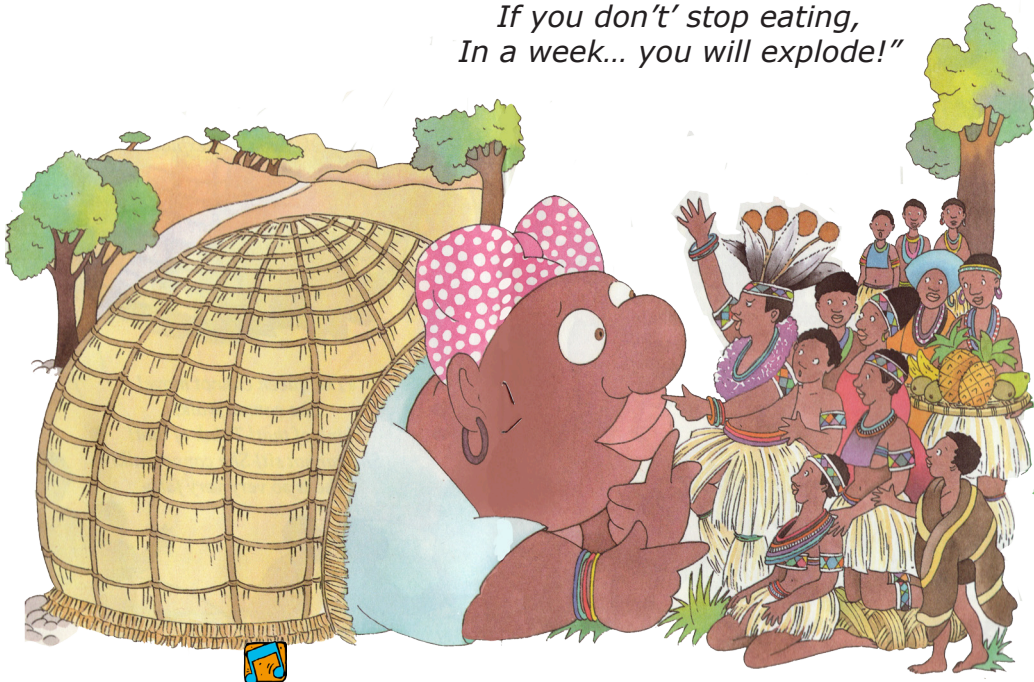
"The queen cannot move, she cannot walk!
Think of that! Think of that!
She cannot sit! She cannot talk!
She is so very very fat!"





Nambi cannot move so the village people... move her!
They take her to the medicine man!
"She cannot move!", say the people.
"She is very fat! She is too fat!", says the medicine man.
"She does not need medicine!"
"I do not feel well", says Nambi.
"Dearest queen, you do not look well!"

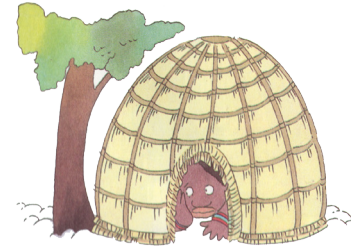
*"You look like a big fat toad!
If you don't stop eating,
In a week... you will explode!"*



"Oh! Explode?" Nambi is very afraid. "I do not want to explode!"



Nambi is afraid. She shuts herself up in her hut, and doesn't want anything to eat!



"Here is some chicken, fruit and cake!"
"Here are some apples, oranges and pineapples!"
"I am not hungry! Go away!", shouts Nambi.



The days go by... Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday...

But at the end of the week Nambi doesn't explode!
"Come out of your hut!", cries the medicine man.
"A good scare was the right medicine and... diet for you!"
"Yes! Now I feel much better!", says Nambi.
"... And you look better, too!" cry the people.

Teo and... the litter bugs

based on a true story



At dinner, that evening, Teo told his parents how Gigi and Manu had started leaving their used paper cups and sweet wrappings all over the school compound. "I don't know why they're doing that", he said. "Our school is beginning to look terrible".

"That's really too bad. Aren't there enough litter bins around?" asked Teo's father.

"You can find one at every corner of the school, dad." Replied Teo.

"Maybe they think that they are above the rules, and want to show everyone that they can do what they want." Suggested Teo's mother.

"But all you get is a lawn full of dirty litter!" said Teo. "And it's not a good example for the smaller kids, either!"

"No, it certainly isn't!" His parents shook their heads in disapproval. "It only shows lack of respect and discipline. Why don't you talk to Miss Wilson about it?"

"Will she scold them, or punish them?" asked Teo.

"Don't you think that there should be some kind of corrective consequence when you do something you are not supposed to do, or carry out some sort of misdeed?" Dad was serious.

"It doesn't have to be a punishment, dear" said mom, "But something to help the boys reflect on the consequences of their actions..."

"...to build awareness.... tingle their conscience..." said dad.

"In any case Miss Wilson should be informed, and if you know who is behaving like that you should..."

"I don't want to be a spy, dad, I can't..." blurted Teo.

"You can mention what you noticed, and talk about it with your friends..." advised his parents.

Teo nodded assertively. He could tackle the problem indirectly and leave out the boys' names. Maybe he could even launch a green-school activity project! His mind was on the go as he started getting excited about the idea.

The following morning he shared his thoughts with Lisa, his new desk-mate. She was thrilled about his plan.

"Launch a green school project"? The teacher was visibly pleased with the idea. She knew how important it was to devote time to explore issues of environmental awareness and stewardship. Even more so if there were students who behaved in such an inconsiderate and disrespectful way. Who knows... maybe Miss Wilson had guessed who the litter bugs were, because she asked Manu and Gigi to coordinate the project, "with coherency and responsibility", she said.

Teo and Lisa were appointed as supervisors, and the four students discussed the project's implementation.

"One Earth, one home", could be the title of our project!" proposed Teo.

"Then we could share it with the whole school on the annual celebration of the Earth day!" cried Lisa "Hopefully," she added with a grimace, "whoever is littering around the school will become more careful by then!"

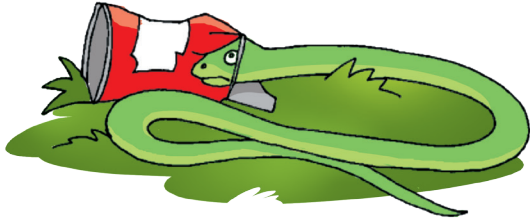
"Hey! You're right!" exclaimed Teo. "Yesterday I sat down on a bench and stained my jeans with chocolate... mom was furious!"

Gigi and Manu kept quiet. Then Gigi shot up.

"I know how we can get everyone really into the project!" He said. "We all love animals, don't we? We could think about the consequences lack of care for the environment has on their lives!"

"...and we'll reach the point of talking about how we should love and care for the whole of nature." Said Lisa.

The next day Teo cleared his throat and made a big, broad smile.



"We have only one earth, but we were not caring enough for it". He began. "If we continue to waste natural resources, and suffocate our planet with

litter and garbage, there will be more and more natural calamities and disasters!"

Lisa handed a sheet of drawing paper to the class while Manu picked up the thread of the discussion. "Let's take this thought to heart and think about the consequences of littering. Litter is caused by people, and that's us!" His words resounded. "What will happen to the animals?"

Gigi invited everyone to make a drawing about the issue. "We'll share our work and opinions later!" he said.

The students sat in silence and tapped the human values that reside deeply within, to be sure that they would express their true feelings in their artwork. One student drew a monkey who had injured its feet on a piece of broken glass. Another one drew a snake entrapped in an old tin can, left under a bench with other picnic litter. Someone, remembering how plastic bags were a huge problem for the sea habitat, made a picture of dead whales who had ingested them. Someone else drew blackened and withering plants, next to a bunch of animals clucking and screaming, smothered by mountains of rubbish. Someone else drew a squirming ensemble of rats and flies who had made the school playground their home. Gigi drew a sick cat who had licked a chocolate wrapper clean, while Manu drew dozens of empty outdoor litter bins, and tons of waste paper disseminated on a park lawn.

The class activity had touched the children's hearts. Their love for animals had given rise to feelings of compassion for nature. They realized how the earth was asking them to care responsibly for what was, after all, their home, and pin pointed other values that were lacking in society. Miss Wilson spoke about rules and discipline and stressed how

important self-discipline was, asking her students to guess why it was such an essential human value. Some said that when you know what to do and do it, you become strong and self-confident. Teo said that when you have self-discipline you are your own leader. Everyone agreed that if all people had more discipline they would cooperate better and things would work better, and be more lasting. They meant that the whole world would improve, at every level, and it would be a better place to live in!

On the annual celebration of the Earth day, the project was shared with the entire school and each class had fun decorating a litter bin, so the school environment became greener, and a lot more colorful, too! But Teo, Lisa and Miss Wilson knew that the project had been really successful when they saw Gigi and Manu stand up in front of the school assembly to launch a new litter monitoring program for the school. They caught the gleam in the boy's eyes when they informed everyone that they would have been in charge of it.

Suzanne Palermo



WHAT KIND OF BUG IS A LITTERBUG?

WHAT DOES LITTERING DO TO THE ENVIRONMENT?

WHY CAN IT BE DANGEROUS FOR PEOPLE AND ANIMALS?

WHAT KIND OF DISCIPLINE PREVENTS LITTERING?

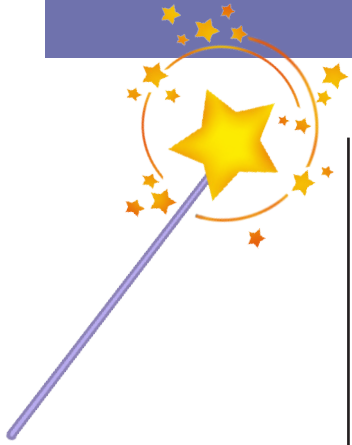
DESCRIBE THE MEANING OF DISCIPLINE.

WHAT IS THE DIFFERENCE BETWEEN DISCIPLINE AND SELF-DISCIPLINE.

WHAT CAN SELF-DISCIPLINE DO FOR YOU?

WHY WERE GIGI AND MANU'S EYES GLEAMING AT THE END OF THE STORY?

The Magic Wand



The Goddess of Discipline

Throughout history, Mankind has dreamt of finding a magic wand with which it could solve all its problems and bring success, happiness and prosperity into its lives. While the search for the magic wand carries on, awesome power and magic lies in our reach, for a mere word can do the same, and lead us towards the realization of our goals and aspirations. Its name is - discipline.

Discipline was considered a goddess as far back as the time of Ancient Rome. She was especially revered by soldiers who knew that if they paid their respects to Discipline in everyday life, she would make them victorious in battle. While they made an effort to live in a disciplined way and to become good soldiers, they prayed to the goddess of Discipline to impart virtues, such as toughness, resolve and self-control, as well. They also prayed for the quality of wise economy. As a matter of fact, discipline is the key factor that helps us maintain our self-control when a desire to spend our money and satisfy our cravings take over, is it not?! Our desires can vary from a craze for new clothes or an appetite for sweets, snacks and drinks, to the frenzy to play video games for as long as we want, or to watch all of the TV series. Desires constantly rise up in our minds and



I CAN SAY **NO** TO MYSELF!

Seriousness



without self-control and discipline, we can easily fall prey to their powerful attraction. Therefore, wise economy is not only to be seen in association to the way we spend money, but implies the concept of putting a ceiling on our desires, too. Desires which, in the long run, are not a real gain for us. To be endowed with a spirit of wise economy means knowing how to avoid wasting our time and energy in useless pursuits, and using them, instead, in activities which will strengthen our character.

In addition to discipline, another characteristic that Roman soldiers prayed to the goddess of Discipline for was to be rigorous and strict with oneself. Would that mean being stern and serious all the time, or never allowing ourselves a laugh, or a smile? No, of course not. It's related to how we approach life and implies serious intentions, making decisions and having the willingness and discipline to see them through. These characteristics are common to all successful people, be they scientists, top musicians or sportsmen. They all have set a clear goal for themselves – "to succeed", and have applied themselves with tremendous willpower, motivation and discipline to reach it. When it comes to discipline, in many ways their lives resemble those of professional sol-

Faithfulness when in temptation

diers. And, at the end, we can see, that a similar rigor was winning and did bring a smile to their faces!

Roman soldiers prayed to goddess Discipline for another virtue: loyalty, or faithfulness. This involved being faithful to their homeland, their superiors, their fellow-soldiers and to their vocation as a soldier, and thus to their sense of being, their inner duty. If we give it a deeper thought, we can see how faithfulness and discipline are closely interrelated. When we love someone, we find sufficient strength and resolve to remain faithful and loyal to that person in the midst of the hardest moments. Regardless of whether we are loyal to a friend in a quarrel, to our motherland in a battle, to God in a moment of temptation, or to ourselves, when feelings of discouragement or laziness try to divert us from achieving our goals.

After all we have said up 'til here, a question still remains. Is goddess Discipline holding the magic wand? Or did she put it in our hands by declaring that self-discipline is the foundation we need to build a house for successful living? Or maybe we should continue to fervently pray to gods and deities, as if our success were fully dependent on them, at the same time dedicating all our efforts to our goals, as if our success depended only on the strength of our own muscles, and the sweat we ourselves shed along the path towards their realization.

Borna Lulić

Who holds the magic wand?



Today we are more and more connected to digital devices that do everything for us! Thanks to technology we socialize with the whole world, and keep a memory of words, pictures and emotions in databanks and electronic retrieval systems!

The problem is that we become so involved in socializing with these incredibly fascinating gadgets that we tend to forget about the people who may be quietly watching us, waiting to talk, share a good story or a significant feeling. We're great talkers when it comes to using these smart devices and interacting from behind a screen, but how do we handle situations of 'real life'?

Think about it! Today everything is wireless, except us...! We need to discipline ourselves to stay away from this new kind of addiction. Are you able to switch off your smart phone and shove aside your digital games to go outdoors for a hike or a bike ride with your friends and family? How do you use your free time? What is your relationship with nature?

ACTIVITY

ROLE PLAY ON THE SENSE OF DISCIPLINE (see pages 6–7)

Take turns playing the part of a farmer, a young tree and the wind. The first scene shows the tree falling down when the wind starts blowing because the farmer didn't tie it to a post. The second scene shows the plant tied to the post. It is healthy and happy, and growing straight thanks to its support. How do the farmer and the tree feel? Make up the dialogue! When you are done discuss the meaning of discipline with your friends and why it is a form of support. Have you ever felt like the little tree bending in the wind? Who represents the farmer for you? What kind of wind could make you grow crooked?

Sports and Discipline

Sports are more than just fun and games. They are a reservoir of values! They teach you cooperation and coordination, and refine your concentration skills. One of the most important values you learn through sports is discipline. To work out on a daily basis, training for better results and competition, calls for a regulated style of life, made of healthy habits and moments of rest.

When you know that a challenge is waiting ahead, you put your strength and energy



in that direction, and avoid any distraction, or form of excess, that could hamper your performance. A similar attitude fosters physical and mental balance, which, together with the passion and will power that motivate you, leads you straight to the achievements you are aiming at! Commitment, perseverance and constant training are among the most important ingredients in any sports game. And athletes become champions of self-observation! Thanks to their self-discipline they learn how to grasp their potential, but also recognize their limits. Sports help you bear an effort keeping in mind both internal and external factors that condition the outcome of ... the race!

Discipline doesn't only make you good in sports games! It builds good habits in general and teaches you how to structure your time, plan your activities and calm your impetus. It guides you in the practice of self-control, helps you respect the schedule that you have set for yourself, and makes you more familiar and appreciative of a healthy diet and of regular physical activity. Have you

ever noticed that both of them keep you in good spirits?

Whoever practices any kind of sport gets up early to go out for a bike ride, or a walk in the fresh air. Sports charge our batteries with a surge of energy that reaches all other fields of life, family, school, work and social life. Discipline leads us to great achievements in the field of sports, but it influences positively our overall education. It builds our character, and makes it steady and strong! And a similar character can only be... winning!

Riding a bike is not only a way to spend your time, but a good sport for the whole family.

It helps you lose weight, gives muscle tone, and cheers you up. Biking is a sport that is fun and it builds family unity, too!

swimming is a sport for all ages

It contributes to a harmonious growth and to our overall body tone. It strengthens our back and shoulder muscles, too. And that's important, especially when we sit for long hours at school or in front of a computer playing with our video games! Swimming is an elixir of wellness, and counteracts all the problems linked to insufficient mobility. Swimming helps you breathe better too!



MENS SANA IN CORPORE SANO

THE ANCIENT ROMANS USED TO SAY: "MENS SANA IN CORPORE SANO": THEY MEANT THAT A HEALTHY MIND DEPENDS ON THE HEALTH OF YOUR BODY AND YOUR WHOLE SYSTEM. HEALTH MEANS BALANCE AND IS THE OUTCOME OF A GOOD DIET, GOOD THOUGHTS AND A LOT OF PHYSICAL ACTIVITY.



Bibliography

- Hello! English - n.20 R.C.S. Libri & Grandi Opere. E.Bussolati, D.Conci, S. Palermo, per Tavi.
- Stories for Children 1 - Sri Sathya Sai Sadhana Trust - Publications Division.
- Maria Montessori - the Discovery of the Child
- Taplin, M. & Devi, A. (2004). "To Teach No to Punish". Hong Kong: The Institute of Sathya Sai Education of Hong Kong.



I CAN EAT **GOOD FOOD!**
I CAN DRESS **PROPERLY!**
I CAN **WAIT** FOR MY TURN!



WINDING UP

Discipline is a fantastic life skill. It teaches us how to strike a balance between freedom and duty, to carry out our activities within given limits, to optimize our time and make the best use of our resources. To ask our conscience for advice is the best rule we can follow! If we take our thoughts to our hearts before making a decision and focus within to grasp its guidance, doing the right thing becomes natural and easy. When we allow the light of conscience to lead the way we fill our lives with harmony, and each step we take resounds in truth, peace, right action, love and non-violence!

Worksheet on nutrition

appendix

Good thoughts make us strong and healthy

THE FOOD WE EAT
NOURISHES OUR BODY.
IT HELPS US TO GROW
AND STAY IN SHAPE.



BUT FOOD NOURISHES
OUR THOUGHTS,
TOO!

AND THAT'S WHY...



«YOU are what YOU think,
and YOU think according
TO what YOU eat.»

THIS FUNNY
TONGUE-TWISTER
HIDES A BIG
SECRET...



THE FOOD WE EAT
INFLUENCES OUR
MIND...



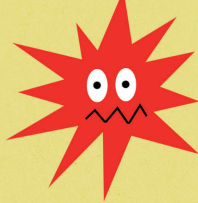
... AND SHAPES
OUR THOUGHTS.

VISUAL AIDS TO ASSIST IN VALUE EDUCATION



THERE ARE 3 MAIN TYPES OF FOOD...

Lazy food Electrifying food Balanced food



ACCORDING TO THE KIND OF FOOD WE EAT, WE CAN BECOME LAZY, AGITATED OR FEEL POISED AND IN HARMONY.



IT'S IMPORTANT TO EAT OUR MEALS IN A CLEAN AND PEACEFUL ENVIRONMENT, AND IN GOOD COMPANY, TOO!

ACCORDING TO WHAT WE EAT,

TO WHERE WE EAT,

TO HOW WE EAT,



Some examples of the three categories of food

Lazy food

FOOD THAT IS TOO FATTY
FOOD THAT IS OVERLY DRESSED
FOOD THAT IS EXPIRED AND STALE
ALCOHOLIC BEVERAGES



Electrifying food

TOO HOT
TOO COLD
TOO SPICY
TOO SWEET
TOO SOUR
TOO SALTY

Balanced food

FRESH FOOD
FRUIT
VEGETABLES
WALNUTS, ALMONDS AND NUTS
IN GENERAL
SEEDS AND GRAINS
FRESH MILK AND MILK PRODUCTS



WE BECOME LOVING, BALANCED AND CALM.



OR AGGRESSIVE, EMOTIONAL AND FULL OF ENVY,



OR SAD, LAZY AND STUBBORN.



In the next issue



One of the most exciting things about human beings is that they are creative! And we don't mean artists, musicians or architects, but all people! Creativity is a high quality of energy that flows straight from the soul! Its' fun to learn how to tap its source, watch your talents unfold, grasp new insights and find new solutions! When we foster creativity we open the door to new perspective, develop intuition and widen our horizons. We will talk about this incredible human value in our next issue and highlight an incredible truth: we are co-creators of this beautiful world, and of all that exists!