

Curriculum for Group 4

The division of topics for the three years is for the convenience of Gurus to plan their lessons. There will be overlap of topics between the three years.

Swami's life and message will be interwoven throughout the curriculum units; 3HV in practice will be an integral theme (and practice) of the curriculum; keep in mind, the Character of the student and guru is one of growth and transformation. (Suggestions are listed under each theme to assist in developing lessons.)



Year 1	Year 2	Year 3
Swami's Teenage Years -What do we learn from it? -Swami as a role model for me	Swami as Role Model -Role model for me and the world -Qualities/actions of swami as a role model	Swami's Activities for the Welfare of Humanity - Exploring what centers are doing globally
9 Point Code of Conduct -What is it? How do we use it? Practical integration	Loving Relationship with and respect for elders and parents	Love Without Duty - Seva Without Expectations – feel and serve
Putting 3HV into practice (*overarching theme throughout the curriculum) -Seva activities -Activities for self-reflection -Many creative ideas can stem from this	Unity in Diversity - Respecting and appreciating global cultures -Identifying world religions that presently live the same message as Swami -Knowledge/awareness of healthy/unhealthy on-campus groups (social workers/community specialists can be invited to deliver sessions)	Unity of Faiths - Understanding and respecting all religions -Understanding the similarities and also being aware of the differences too (message is the same; beliefs may differ) -World Role Models (living/past) that exemplify Swami's message/mission
Integrating 5 Human Values -How do we see this being practiced within the Sai community? -What are some other examples where the 5 Human Values are being integrated? Or, where can the 5HV be integrated more? -Examine 5HV in the home, school/workplace, Sai community and larger community setting; politics; media; etc. -Exploring seva in the community – values in practice	Ceiling on Desires -Time and Money -Identifying wants and needs -Schedules, budget, etc.	Ceiling on Desires - Food, Energy, Time and Money

Curriculum for Group 4

<p>Developing Study Skills -Preparing for university and college applications; -Writing resumes (a bio/resume is a great way to reflect on accomplishments and to plan out next phase of goal setting – this in turn helps the student identify skills they have or need to develop and adopt) -Organizational skills (schedules, work space, *organization of MIND/thoughts)</p>	<p>Balance in Nature - Respecting and preserving Nature -going green in homes, <u>centers</u>, and community -Sustainable living etc. - meditation, seva activities</p>	<p>Balance in Our Own Life -How to create balance? -Organizational skills can lay a large part of creating balance, especially as this is a time when great decisions are being made in school/work/family life (organization of physical and mental (and spiritual)state of mind)</p>
<p>Handling Emotions: Peer Pressure -Positive and negative pressure at school, family, and workplace -Identify it, Examine and Understand it, Resist it, Find Alternatives etc. -What is healthy peer pressure -“Online” pressure</p>	<p>Handling Emotions: Anger, Stress, Good and Bad peer pressure, identifying emotions -State of Mind leads to Actions -Understanding male/female emotions and how to respond appropriately / not acting on impulse</p>	<p>Handling Emotions: Self-Esteem -Identify worries, build self confidence, what is self pity? Bullying in the home, school, workplace -Harnessing and nurturing positive emotions</p>
<p>Health: Vegetarianism -Healthy eating habits for a growing mind, body, and soul - Give a cooking demo; prepare a meal for a group; explore new foods; create a cultural cookbook etc.</p>	<p>Health: Habits and Addictions -Drug and alcohol abuse -Addictions to other substances like food, negative attention, TV/internet, being popular etc.</p>	<p>Health: Meditation -physiology/bio-feedback of meditation, results of practicing consistent meditation (while focusing on light meditation, other forms of meditation may be introduced / meditation from world religions etc.)</p>
<p>Environment/Society: -Brand names and marketing (+/-) -Influence of entertainment mediums, computer, internet, global marketing (+/-)</p>	<p>Environment/Society: -Identifying Good/Bad Company -Online persona eg. chat forums etc</p>	<p>Environment/Society: Ability to stand up to one's own chosen principles -Self confidence -Identifying one's place/role in society</p>
<p>Leadership: Foundation and essential qualities of a leader -Swami as a Leader / Role Model -What qualities does Swami possess? Etc. -Identifying and Developing these qualities -Organizational skills (organization=success; greatly helps with school, scheduling, study habits)</p>	<p>Management skills: -Goal setting, Time Management Organizational skills -What it takes to make a Sai Center run – the breakdown of center structure, roles, how the organization is managed etc..</p>	<p>Management Skills: Money mastery, Delegation, Ego management, organizational skills</p>
	<p>Leadership: People Skills Developing Communication and Presentation Skills (presence, body language, speaking, *listening etc.)</p>	<p>Leadership: Self Development -and investment in health of body and mind -Practice of the same -online persona – one identity online vs. attitudes and practice</p>

Curriculum for Group 4

Assessing what is being learned: Growth, Transformation, Character

While it may be difficult to “see” what is being learnt by the student, gurus must be open to various forms of assessing the students: journal reflections, Q&A, participation in discussions, interest in the topic, growth and transformation of the students etc..

When designing units and lessons, is there an “end” product? It can be intangible (transformation cannot be measure), or something tangible that the students can create at the end of each section or at the end of the year.

****Creating “Portfolios”** is a real tool that Middle School and High School students are actively using. It is essentially a way of reflecting and digesting what has been taught, and making connections to the material → self → and global society. (Sai and I are One)

Portfolios can take many forms: a formal or informal presentation, writing, artwork/creative work, media presentation, play, showcase of best work, reflections of lessons, etc. The portfolio can also be an activity: service project, summer camp/workshops for SSE etc. Portfolios can be designed by the teacher or the student. This is not meant to be tedious, but an enjoyable way for students and teachers to reflect.

Students can work independently or in pairs, but ultimately, the “end” product should be the student’s own work/reflection. The portfolio can be presented to the class and/or a small panel of guests. Students can receive feedback, in a positive manner, to promote further reflection.

List of books and reading resources:

- Sathyam Sivam Sundaram Volume 1 – 6.
- His Story As Told By Himself
- Sathya Sai Speaks Series Vol 1- 17
- Vahini Series
- Summer Showers In Brindavan [1990-Deals With The Human Workshop]
- Compendium Of The Teaching Of Sathya Sai Baba
- Conversations With Bhagavan Sathya Sai Baba : Jack Hislop
- Pathways To God : Jonathan Roof
- Loving God : N.Kasturi
- Sai Baba’s Mahavakya On Leadership: Lt Gen MI Chibber
- Sixteen Spiritual Summers : Indulal Shah
- Taming The Monkey Mind: Phyllis Krystal
- Cutting The Ties That Bind.: Phyllis Krystal
- Chicken Soup For The Soul: Jack Canfield And Mark Hansen
- Keepers Of The Earth: Native American Stories & Environmental Activities Related To Caring For The Earth: Michael J Caduto [A Resource Designed For The Teacher]
- 7 Habits Of Highly Effective Teens: Sean Covey
- The Power Of Positive Thinking: Dr Norman Vincent Peale