

*The Vital Education*  
*for children of 4 to 8 years*

*A Practical Resource Book*

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# The Vital

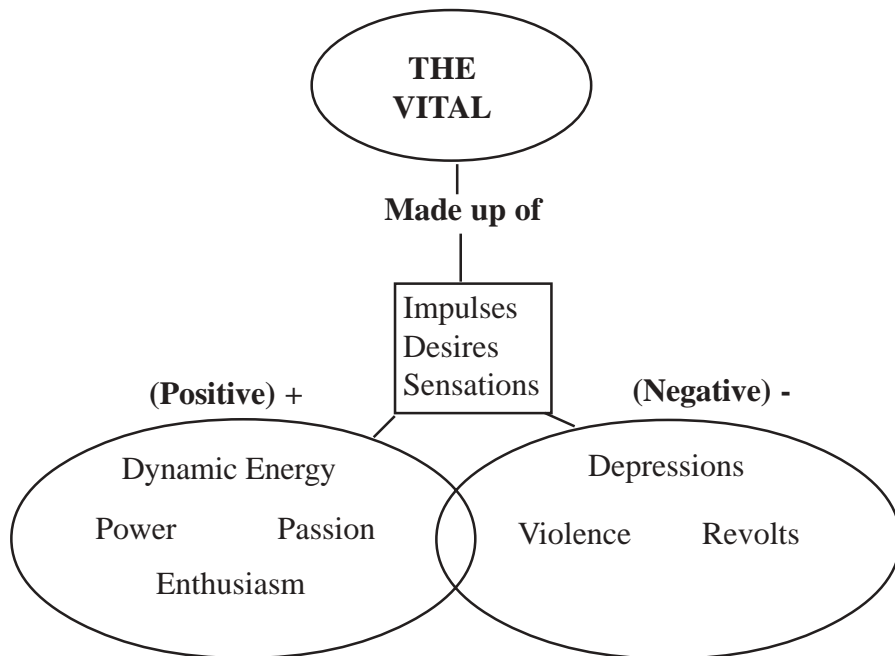
*“...the vital being is the seat of power, of effective enthusiasm. It is in the vital that thought is transformed into will and becomes a dynamism for action. It is also true that the vital is the seat of desires and passions of violent impulses and equally violent reactions, of revolt and depression. It can set everything in motion, build and realise; but it can also destroy and mar everything. Thus it may be the most difficult part to discipline in the human being.”*  
(A Divine Life Manifesto, Vital Education, pg-99)

All the human beings have a vital part. It is this vital part that provides energy to man.

*“ Vitality means life-force-wherever there is life, in plant or animal or man, there is life-force without the vital there can be no life in matter and no living action.”*  
(Sri Aurobindo 1972, Vol 22,p.346)

However, this energy is like an untamed horse and needs to be tamed by channelising it. As it is said:

*“ The vital is a good instrument but a bad master. If you allow its likes and dislikes, its fancies, its desires, its bad habits, it becomes your master and peace and happiness are no longer possible. It becomes not your instrument or the instrument of the Divine Shakti, but of any forces of the Ignorance or even any hostile force that is able to seize and use it.”*  
(Sri Aurobindo 1972, Vol.24, p.293)



## Different parts of the Vital being

<b>Parts</b>	<b>Nature</b>
1) The Mental Vital	It gives mental expression by thoughts, speech or other wise to the emotions, desires, passions, sensations and other movements of the vital.
2) Emotional Vital	It is the seat of various feelings, such as love, joy, sorrow, hatred.
3) The Central Vital	It is the seat of stronger vital longings and reactions- e.g.- ambition, pride, fear, love of fame, attractions and repulsions, desires and passions of various kinds and the field of many vital energies.
4) The Lower Vital	It is occupied with small desires and feelings, such as food desires, sexual desires, small likings, disliking, vanity, quarrels, love of praise, anger at blame, little wishes of all kinds.

## The Sources of the Vital's Subsistence

<b><u>Source</u></b>	<b><u>Plane</u></b>
1) From the Physical Energies - through Sensations	Below (lower)
2) From the Universal Vital Force - when it is sufficiently vast and receptive.	It's own plane
3) Spiritual Forces and Inspiration - in a great aspiration.	Above

The first is individual, the second universal and the third spiritual. Normally man depends on the lower sources only. He is seldom in touch with the universal, rather he constantly exchanges energy with the universal but he is seldom aware of it. The higher forces intervenes only as the result of an intense aspiration. As we see that from the very beginning, man has to deal with the primary source of the sensations, thus he must be conscious of the universal forces which are acting on him so that he may have the ability to accept such energies which are helpful to him in making a progress and reject or resist such forces which retard his progress and also aspire for the higher forces to descend and intervene in transforming his nature.

# Education of the Vital

There are two aspects of Vital education.

- 1) The first aspect concerns itself with **the development and use of the sense organs,**
- 2) The second aspect concerns itself with **the character development.**

The first aspect of the vital education, as we have seen, is the training of the senses. "The senses should be capable of enduring everything says the Mother, but at the same time they must acquire more and more power of discerning the quality, origin and effect of the various vital vibrations in order to know whether they are favorable to harmony, beauty and good health or whether they are harmful to the balance and progress of the physical being and vital".

The vital, as mentioned earlier, is the seat of desire and passion which are formed as the result of sensations received through the sense organs. These sensations may be helpful or harmful to the progress of the personality. Discrimination is necessary to admit or reject these vibrations according to their nature and education is necessary to train the sense organs in discriminating the responses. Suppose a child is ill. He is tempted to take all kinds of food which will make him further ill. Thus he needs training to control his desires and resist himself from taking undesirable food. And this training is the education of the vital.

In towns and cities walls are rarely left neat and clean without wordings. This is due to the unawakened consciousness of the ordinary vital man, insensitive to the beauty of cleanliness. It is also the same with children who are found killing insects, breaking things and crushing flowers.

These are a few examples of vital activities where the sense have not been properly and adequately trained.

When the senses have undergone suitable training they can be source of profound strength and immense joy. For example: when one is emotionally disturbed and is very unhappy, a piece of fine music cannot only give the peace of mind but can fill the being with a sense of fulfillment. A deep frustration can be flung far away with the fragrance of a few flowers.

## **Importance of the Vital Education:**

Through the Vital Education:

1) One cultivates in child a habit of Observation and Concentration. Observation of one's reactions, impulses and their causes.

2) One eliminates the undesirable impulses and habits, by rejecting and replacing:

- \* falsehood by truth
- \* fear by courage
- \* selfishness by sacrifice &
- \* malice by love

3) One can develops qualities like:

- |                     |              |
|---------------------|--------------|
| sincerity           | perseverance |
| honesty             | peace        |
| straightforwardness | calm         |
| cheerfulness        | self-control |
| courage             | self-mastery |

disinterestedness	truth
patience	harmony
endurance	liberty

- 4)\* One learns to see well, exactly and precisely
- \* One learns to hear well
  - \* Through touch one learns to know the nature of things
  - \* Through the sense of smell one learns to distinguish between different odours and all these aids to our general education that is why it is important that the vital education of the child begins as early as possible. As the passage below enumerates:

*“... everyone possesses in a large measure, and the exceptional individual the exceptional individual in an increasing degree of precision, two opposite tendencies of character; in almost equal proportions, which are like the light and the shadow of the same thing. Thus someone who has the capacity of being exceptionally generous will suddenly find an obstinate avarice rising up in his nature, the courageous man will be a coward in some part of his being and the good man will suddenly have wicked impulses. In this way life seems to endow everyone not only with the possibility of expressing an ideal, but also with contrary elements representing in a concrete manner the battle he has to wage and the victory he has to win for the realisation to become possible. Consequently, all life is an education pursued more or less consciously, more or less willingly. In certain cases this education pursued more will encourage the movements that express the light, in others, on the contrary, those that express the shadow. If the circumstances and the environment are favourable, the light will grow at the expenses of the shadow; otherwise the opposite will happen. And in this way the individual’s character will crystallise according to whims of Nature and the determinism’s of material and vital life, unless a higher element comes in time, a conscious will which, refusing to allow Nature to follow her whimsical ways, will replace them by a logical and clear-sighted discipline.*

*That is why it is of prime importance that the vital education of the child should begin as early as possible, indeed, as soon as he is able to use his senses. In this way many bad habits will be avoided and many harmful influences eliminated” (CWM 12,18-20)*

### **Disciplined Vital**

- 1) It sets everything in motion, builds and realises.
- 2) It is a good worker and has dynamic energy.
- 3) It transforms thoughts into the dynamic will.

### **Undisciplined Vital**

- It destroys and mars everything.
- It seeks personal satisfaction in whatever it does.
- It is a good friend of the physical mind. Thus when it is in depression, listens to the physical mind and makes it difficult for oneself to come out of it.

## Education of the Sense Organs

*“There are six senses which minister to knowledge, **sight, hearing, smell, touch and taste, mind** and all of these except the last look outward and gather the material of thought from outside through the physical nerves and their end organs, eye, ear, nose, skin, palate. The perfection of the senses as minister to thought must be one of the first cares of the teacher. The two things that are needed of the senses are accuracy and sensitiveness. We must first understand what are the obstacles to the accuracy and sensitiveness of the senses, in order that we may take the best steps to remove them. The cause of imperfection must be understood by those who desire to bring about perfection....*

*The senses depend for their accuracy and sensitiveness on the unobstructed activity of the nervous which are the channels of their information and passive acceptance of the mind which is the recipient. In themselves the organs do their work perfectly. The eye gives the right form, the ear the correct sound, the palate the right smell. This can easily be understood if we study the action of the eye as a crucial example. A correct image is reproduced automatically on the retina: if there is any error in appreciating it, it is not the fault of the organ, but of something else.*

*The fault may be with the nerve currents. The nerves are nothing but channels, they have no power in themselves to alter the information given by the organs. But a channel may be obstructed and the obstruction may interfere either with the fullness or the accuracy of the information, not as it reaches the organ where it is necessarily and automatically perfect, but as it reaches the mind. The only exception is in case of a physical defect in the organ as an instrument. That is not a matter for educationist, but for the physician.” (Sri Aurobindo and the Mother on Education - Ch-V, 36-37))*

As we have seen according to Sri Aurobindo the perfection of senses should be one of the first important thing for teachers to care for. For senses as he says, two things are needed, **Accuracy** and **Sensitiveness**.

Therefor the education of senses should aim at developing accuracy and sensitiveness in children.

So the first step to begin with is to understand the obstacles to the accuracy and sensitiveness of the senses. The second step is to remove those obstacles by understanding the cause of imperfection. Causes of obstruction can be due to a fault with the nerve current, which interrupts the free flow of information, or it can be due to disturbance in information from or through the mind. (manas-the sixth sense)

### Causes of the Obstruction and Inaccuracy:

- 1) Due to the Nervous emotional (emotional disturbances acting on in the nerve channel). For example: Fear: the effect of fear on the sense action.
  - 1) the startled horse takes the sack on the road for a dangerous living thing.
  - 2) the startled man takes rope for a snake.
  - 3) a child takes a waving curtain for a ghostly form.

### Way to Remove them:

Purification of the Nervous System by bringing calmness and steadiness nerves.

## **Causes of the Obstruction and Inaccuracy:**

### **2) The Emotions**

purifying in this case the information gets wrapped or covered with emotions. This can happen with love, hatred, or any kind of desire. Fast food is a very good example of this, almost all children love this food. They are so full of desire to have it, that it is of no matter to them even if it is cooked in a unclean way or even if it is harmful for them.

**3) The Interference of the previous associations** nary process of formed or ingrained in the passive memory. That is, all the past experiences which are stored in the chitta (the storehouse in our mind) rise up and try to distort the image before it reaches buddhi. For example: Many a times we see that children who had bad experience with the teacher in their first year of school, carry the fear, through out their life which hampers their studies.

**4) Due to insufficient use of sense organ, for ex:** Very often children are not accustomed to catch the sight, sounds, etc. around him and distinguish them and mark their nature.

**5) Tamasic inertia of the receiving instruments.**

## **Way to Remove them:**

Disciplining of the emotions and moral habits.

Through chitta shuddhi\* (preliminary yoga)

Through sufficient observation, with attention, and closeness.

Training the functions of the Intellect, making the buddhi attentive.

## **Moral Education:**

Moral education is a very important component of vital education. It builds the character of the individual. It helps individual to live harmoniously with the society and with oneself. If the moral education is given to children from the early age then the forming of bad habits are avoided and the nature of the child is tuned to all that is noble and good. As in the extract below Sri Aurobindo explains:

*“ There are three things which are of the utmost importance in dealing with a man’s moral nature, the emotions, the samskarasa or formed habits and associations, and the svabhava or nature. The only way for him to train himself morally is to habituate himself to the right emotions, the noblest associations, the best mental, emotional and physical habits and the following out in right action of the fundamental impulses of his essential nature.”*  
(Sri Aurobindo 1972, vol.17, p. 209)

It is very important to note that the moral training is best done with the example, by suggesting and inviting rather than by commanding and imposing.

## Training of the Sense of Sight

“... there is a considerable difference between the vision of ordinary people and that of artists. Their way of seeing things is much more conscious and complete than that of ordinary people. When one has not trained one's vision, one sees vaguely, imprecisely, and has impressions rather than an exactness vision. An artist, when he sees something and has learnt to use his eyes-for instance, when he sees a figure, instead of seeing just a form, like that, you know, a form, the general effect of a form, of which he can vaguely say that this person resembles or doesn't much resemble what he sees-sees the exact structure of the figure, the proportions of the different parts, whether the figure is harmonious or not, and why; and also of what kind or type or form it is; all sorts of things at one glance, you understand, in a single vision, as one sees the relations between different forms.”(CWM, 6, pg-82)

Thus we have seen how important it is to educate our eyes to see things with exactness. If the proper training is given from the early childhood then a child, develops the exactitude of perception and relation between things. To make this more clear the Mother gives this example:

“... you have to put something, an object or a number of things, into a box. An ordinary person will need to take the measure-tape and measure the box to find out precisely what is needed. The man who has trained his eyes will see the things which are to be put in and at a glance will see which box is required: or perhaps, if there is a liquid to be poured, he will know the exact size of the bottle, because his eye is used to measuring things and he can, by seeing the thing, know the exact size.”

In young children, education of the sight should begin with the education in colours and forms. This can be done through various games, by using different bits of cloth, bits of ribbon or little bits of papers etc. by arranging them in order, according to the family they belong. This way children learn to distinguish all the colours, they learn what family they belong to, then what kind of harmony they bring when they are brought together. It is the same with the education in forms. If children are given ample opportunities to arrange and organise their things, their furniture in the class etc. they learn the sense of order and organisation, they learn about the harmony of lines, about curves, angles, about small and big.

Objectives:

- a) Sharpening Observation**
- b) Developing Visual Discrimination**

Activity -1) Grading the different Colours: Which family it belongs to?

*Material:* Different shades of paper pieces, ribbons, cloth pieces etc. Cardboard to make houses.

*Procedure:*

- \* Make three Cardboard houses. Give them a name of colour for example- Pink Family, Blue Family, and the Yellow Family.
- \* Put different colours of papers, ribbons and cloth pieces in a basket.
- \* If the number of houses are three then ask three children to do this activity at a time.
- \* Ask children to choose one Family colour house, then ask them to collect the different shades

of papers, ribbons or cloth which belongs to that particular family.

- \* For example- If a child chooses Pink Family, then he has to collect all the pink shade papers, ribbons and cloth pieces which belong to the Pink family and put them in the Pink House.
- \* After they collect the different shades of one colour then ask them to arrange them in order from one extreme of the colour to the other.

### Activity-2) **Complete the Missing picture**

*Material :* Worksheets, and pencils

*Objective:* to find out, how minutely each child observes and how far their observation skill is developed.

*Procedure:*

- \* Draw ten boxes on a sheet of paper (A4 size), in each box draw two pictures; one complete and the other incomplete.
- \* Give these worksheets to children and ask them to observe carefully the complete picture and complete the incomplete picture.
- \* Pictures complexity can be increased with the increasing age of children.

### Activity-3) **Recognising and Identifying Colours**

#### **a) Tippy Tippy tap**

*Procedure:*

- \* Select a child to become the leader and let the other children spread in the field.
- \* The leader then calls out ‘ Tippy, Tippy, Tap?’
- \* Children say: Which colour do you want?
- \* Leader replies: I want Blue .(names any colour)
- \* As soon as the leader names the colour, children run to find and touch the object of that colour before the leader catches them.

#### **b) Nature walk to observe flowers**

*Procedure:*

- \* Take the children out in the garden.
- \* Show them two different flowers.
- \* Ask them to observe minutely.
- \* Then set them free in the garden, to find the trees to which those flower belong.
- \* Ask the child to get (pick) another flower from the same tree.

**c) Nature walk to observe the different shapes and shades of leaves.**

*Procedure:*

- \* Take children out in the open field, or garden.
- \* Ask them to observe different shapes and shades of leaves.
- \* Ask them to collect the dark and light coloured leaves.
- \* Also ask them to look for different shapes of leaves.
- \* After collecting they can be asked to make collage using different shades and shapes of leaves.

*Activity 4)- **Mirrors***

*Procedure:*

- \* Ask a child to choose his partner- name them 'A' and 'B'.
- \* 'A' stands facing 'B'.
- \* 'A' begins a movement
- \* 'B' copies it exactly if it were 'A's mirror image.
- \* Then the roles can be reversed.

*Activity 5) - **What's on your table?***

*Procedure:*

- \* Make children sit in a circle.
- \* Ask different questions to different children like:
  - \* What are the things lying on your table and what is the nature of those things? or
  - \* What is kept next to your bed?
  - \* How many stairs you climb to reach your house on the second floor?
  - \* Give them a time depending on their age, to think and tell about it.
  - \* Gradually one should decrease the time.
- \* If such exercise are frequently done then a child starts observing things carefully, learns to distinguish them and mark their nature, properties and its source

*Activity 6) - Name **the picture from the picture cards***

*Material:* A big Picture cards

*Procedure:*

- \* Show a big picture card to the children and ask them to observe it carefully.
- \* Then take away or hide the picture. Ask children to name the things which they had observed.
- \* Then the same process can be repeated with the different picture cards.

*Activity 7) - Distinguish **the Shapes***

*Material:* Strips of Cardboard



*Procedure:*

- \* Ask children to sit in semicircle.
- \* Show them a different strips with -shapes, or objects at a time.
- \* Ask them to point out the shapes which is different then the rest.

*Activity 8) - Find **its friend***

*Material:* A pair of pens, toys, caps, blocks of different colours (Red, Blue, Green), a pair of pencils and a pair of sharpeners.

*Procedure:*

- \* Spread one set of ten objects on the table, and the rest keep in a bag with some more objects.
- \* Ask children to observe the objects carefully on the table.
- \* Then ask them to go to the bag and take out the matching pair of object kept on the tables.

*Activity 9) - **Identifying similarity in different Drawings***

*Material:* 10 Drawings made by children.

*Procedure:*

- \* Display all the drawings made by children on the table.
- \* Ask them to look at them carefully
- \* Then ask each child to find the similarity in all the drawings.

## Training of the Sense of Hearing

**Objectives:** Enhancing the capacity to identify and discriminate between various sounds.

**Content:**

1. How good is your hearing?
2. Listening to sounds of the surrounding environment.
3. Listen to the musical sounds.
4. Tell the differences between the pitches.
5. How many sounds can you recognise?
6. Guess who are they?
7. Sounds of Nature.
8. Find the different sounds.

*Note:* All the activities should be done with the aim of exposing children to different sounds in their surrounding, like voices, vehicles, in nature and musical sounds. For young children, the sound of animal's and objects can be introduced through rhymes and stories. The activities should be planned from simple to the complex. Like first asking them to recognise the sounds, then identify them and finally discriminate between the sounds.

**Activity-1) How good is your hearing?**

*Material:* 1 table, pin, ruler and measuring tape.

*Procedure:*

- \* Take children to the quiet room.
- \* Ask one child at a time to stand about one meter away from a table with his back to the table.
- \* Ask another child to drop a pin from a height exactly 10 c.m on the table. Use a ruler to measure the height as it must be the same each time.
- \* Then ask a child standing with his back to the table to hear the sound of the pin drop.
- \* If he hears the sound, then he has to raise his hands and takes a step forward to increase the distance.
- \* Then again the same process is continued until he stop hearing the pin drop.
- \* In the end measurement can be taken with tape to see the distance from where child could hear.

**Activity-2) Listening to the Sounds of One's Surrounding**

*Procedure:*

- \* Take children out in an open field.
- \* Make them sit comfortably with their eyes close in the middle of the field or play ground.
- \* Ask them to listen to the sounds coming from their surrounding environment for two minutes.
- \* Then ask each one what they heard.

### Activity-3) Listen to the Musical Sound

#### a) **Recognising musical sounds**

Materials: bells, Anklets bells and Musical ring.

*Procedure:*

- \* Ask children to make sound of their musical instruments and listen to them.
- \* Then blindfold one of the child and ask him to guess the sound.
- \* Each child can take turns to carry on the activity.

#### b) **Discriminating between two sounds**

*Material:* 2 Bells.

*Procedure:*

- \* Blind fold a child and take him to a corner in the room.
- \* Make two different sounds from different directions together at the same time.
- \* A child who has blind folded has to follow only one particular sound and move accordingly in that direction.

### Activity-4) Tell the Difference between the Pitches.

#### a) **Exploring different pitches.**

*Material:* Harmonium

*Procedure:*

- \* Give an opportunity to all the children to play the harmonium.
- \* Ask them to take turns and play all the notes from the lowest to the highest.
- \* Then A teacher or adult plays the harmonium, on different pitches for each child in turns.
- \* And then each child is asked to identify the pitch whether it is low , medium or high.

#### b) **Distinguish Between Highest and Lowest Pitches**

*Material:* Six identical bottles and water

*Procedure:*

- \* Arrange six identical bottles on a table.
- \* Pour different amount of water in them
- \* Ask children to blow over the top of each bottle in turns.
- \* Ask them to notice and find out:
  - a) Which bottle produces the highest pitch and
  - b) Which produces the lowest pitch?

Activity-5) How many Sounds can You Recognise

**a) Listening to the sounds of different objects**

*Materials:* Glass, Spoon, bells, bunch of keys, anklet-bells, shaking rattles.

*Procedure:*

- \* Distribute different objects to the children individually and ask them to make a sound of it.
- \* Ask them to exchange these objects with their friends.
- \* Hide the objects behind a screen .
- \* Then expose children to the different sounds by turns, and ask them to guess which object is making the sound.

**b) Identifying the vehicles by their sounds**

*Procedure:*

- \* Take children to the open space, nearer to the busy road.
- \* Ask them to listen to the different sounds of the passing by vehicles.
- \* Then in turns ask them to identify and name them .
- \* Take them back to the class room and discuss the different sounds made by the vehicles when they started etc.

Activity-6) Guess Who they are?

**a) Finding friends by identifying sounds**

*Procedure:*

- \* Give each child a name of an animal individually without letting the other child know.
- \* Ask them to go and hide themselves in a room.
- \* The teacher or any adult blows the whistle, listening to that children comes out making the sound of that particular animal which they have got.
- \* Ask them to carry on and find their friend by identifying the voice of that animal.. (same animal)

Activity-7) Sounds of Nature

*Material:* Audio Cassette with different nature sound.

*Procedure:*

- \* Familiarise children with the follow or any other recorded sounds of nature.  
a) Rain, b) Wind, c) Sea, d) Lightening
- \* Play the above sounds one at a time.
- \* Then ask children to listen to it carefully and identify the sounds by turns.

## Activity-8) Find The Different Sounds

### a) Pleasant and Unpleasant sounds

#### *Procedure:*

- \* Ask children to sing their favorite song; first softly and then loudly.
- \* Ask which one makes them feel better- soft one? or the loud one?
- \* Then send children (in the campus) to listen to the pleasant and unpleasant sounds.
- \* Ask them to share which sound was pleasant and which unpleasant for them.
- \* This activity can be followed by the action rhyme : The wheels on the bus goes round and round...

### b) Making and exploring Sounds

#### *Procedure:*

- \* Ask children to sit in a circle .
- \* Ask them to listen to the different sounds that their body can make.
- \* Then individually ask children to make a sound with different parts of their body and ask other children to follow it.
- \* Young children can sing the the rhyme: When you are happy and you know it clap your hands... and gradually more sounds can be added to it which children made.
- \* Children can explore different sounds by making paper whistles, Straw flute, paper banger and so on.

### c) Sound Box

*Materials:* Empty pill containers or any small containers.

Different grains like: Rice, wheat, Mustard, Peanuts, Rajma, and various dals ( moong, masoor and channa).

#### *Procedure:*

- \* Give two containers and a particular grain.
- \* Ask them to fill the each container with different grains in turns about a quarter of the container.
- \* Then let them explore different sounds by shaking the container.
- \* Once they are familiar then the game can be played where they have to identify the grains from the sounds made by them.
- \* This can be made more complex by adding up more containers.
- \* Children then can be asked to listen to each container and find the one which has a similar sound.

## Training of the Senses of Smell

*“It is the same thing for smell. If you have trained your sense of smell, for instance, you can mix things in exact proportions, know the nature..the nature of a perfume, for example, know with which other perfume...Take flowers, you smell them. Well, there are smells which do not harmonies. If you put them together it makes something that grates, that has no.. harmony, unity. But if you have cultivated your sense of smell, when you get one particular odor you know exactly what kind of smells can go harmoniously with it. And you will be able to bring close things made to go together.” (CWM 6,82-83)*

**Objective:** Enhancing the capacity to smell, identify and distinguish various smells.

### **Contents:**

- 1) Nature Walk
- 2) Identify and distinguish the ingredients by their smell
- 3) Pleasant and Unpleasant smells
- 4) Distinguish different odours

### **Note:**

All the activities are done with the aim of making children aware of different smells and sharpen their sense of smell so that they can distinguish the different smell.

Mostly children have a vague impression of sense of smell . With the repeated exercises, as children moves on in their awareness the complexities are increased and they develop an awareness of the fine differences of smell.

### **Activity-1) Nature Walk**

#### **a) Identify the Flower by its Smell**

##### **Procedure:**

- \* Explain the importance of the sense of smell to the children.
- \* Then familiarise them with the name different flowers like Jasmine, Babuna, Caladullla, Rose, Marigold and Nasturtium and also with their smell.
- \* Blindfold them and ask them to identify each of the flower with their smell.

#### **b) Identify different leaves by their Smell.**

##### **Procedure:**

- \* Familiarise children with different names of leaves like Lemon, Spinach, coriander, Neem, Lemon grass etc.
- \* Blindfold children, and let them identify the leaves by their smells.

#### **c) Mud, Sand, Slush and their Smell**

This activity is done mainly to make children aware of different smells as most of them have a vague impression that this is bad and this is good smell.

*Procedure:*

- \* Take children for a walk, take them to the mud, ask them to smell it and ask them what kind of smell it is.
- \* Same process is repeated with the sand and slush.

### **Activity-2) Identify and Distinguish the Ingredients by their Smell**

#### **a) Identifying Spices**

*Procedure:*

- \* Give children ginger, cassia, onion and garlic to identify by their smells.

#### **b) Identifying fruits by their smell**

*Procedure:*

- \* Different fruits like apples, banana, pomegranate, orange and grapes cut into small pieces.
- \* Blindfold children, and ask them to identify each of the fruits by their smells.

#### **c) Distinguish the different powders**

Procedure:

- \* Children are familiar with smells of Bournvita, Chocolate, Coffee, Black pepper and tea. If not then make them familiar with their smell.
- \* Blindfold a child and ask other children to bring any powder close to the blindfolded child.
- \* Ask the blindfolded child to guess what it was.

### **Activity-3) Pleasant and Unpleasant Smells**

#### **a) Tell the pleasant smells from the unpleasant smells.**

*Materials:* Shoe polish, Rin Soap, Talcum Powder, Ponds, Nivea & Moisturiser

*Procedure:*

- \* Blindfold children and ask to identify the smells of above materials.
- \* After they identify make them distinguish the bad smells from the good smells.

#### **b) Find the Different Smells**

*Procedure:*

- \* Ask children to go around the campus and smell as many things as possible on their way.
- \* Ask them to bring five things which according to them have pleasant smells and five things which have unpleasant smells.
- \* Teacher should accept any thing whatever child brings or is not able to bring- for example a child may like the smell of wall.

*Activity-4) Distinguish Different Odours*

**a) Identify the similar perfume**

*Procedure:*

- \* Keep two containers each with some cotton and a few drops of different perfumes like: jasmine, kerosene, white phenyl and turpentine.
- \* Ask children to smell the different liquid and put them in the right pairs.

**b) Find the similar incense stick by their smell.**

*Procedure:*

- \* Take incense sticks of different fragrances like- musk, rose, jasmine and parijat .
- \* Light one of each in different corners of the room.
- \* Ask children to smell and remember the fragrance.
- \* Keep the unlit incenses in the middle, ask them to smell them a guess which one it is.

## Training of the Senses of Taste

The sense of taste and smell are very close and compliment each other and if the senses are developed enough one knows what kind of food one is cooking one gets the smell of the thing one is cooking and because of smell and the nature of the smell one knows exactly what more is needed to put to complete the taste.

**Objectives:** Identifying and distinguishing various taste.

**Contents:**

- 1) How good is your sense of taste?
- 2) Different kind of taste
- 3) Foods with different tastes

*Note:* To certain extent children's taste is already developed, and therefore it is important to enhance it so that they could make the finer difference between the various kind of taste.

**Activity-1) How good is your sense of taste?**

*Procedure:*

- \* Keep four glasses of milk in front of children.
- \* Add different level of water to the milk.
- \* Then blindfold children and ask them to taste each glass in turns to find out the strength of milk and arrange it accordingly.
- \* It's better if they clean their tongue each time they taste the milk.

**Activity-2) Different kind of tastes**

This activity can be done to introduce the four different kinds of tastes which the tongue can recognise.

*Procedure:*

- \* Give children things like sugar, salt, cocoa powder and lemon to taste.
- \* Ask them to taste one thing at a time and tell what it felt like, sweet, salty, sour, or bitter.
- \* After tasting each thing they had to drink little water to clean their tongue.

## Sense of Touch

**Objective:** Enhancing the capacity to identify and distinguish between different textures shapes and temperature.

**Contents:**

- 1) Touch the objects and identify them
- 2) How different things feel?
- 3) Identifying and arranging the rough and the smooth surface
- 4) Guess who's your friend?
- 5) Geometrical solids
- 6) Feel and tell the kind of water.

*Note:* All these activities are done to develop the tactile sense of the child so that he/she is able to identify and distinguish between different textures, shapes and temperature. First few activities are given to children so that they are able to identify the gross objects by their touch. As the children's level expand the activities can be made more complex from the gross objects to the finer objects.

**Activity-1) Touch the object and identify them**

**a) Touch and tell the objects**

*Procedure:*

- \* Take objects which are familiar to children, like a sharpener, a sketch pen, battery, bottle cap, a pair of scissors, marbles, colours, pencils etc.
- \* Put all the above objects in a bag.
- \* Make children sit in a circle.
- \* Circulate the bag amongst children and ask them to feel and name the object.

**b) Blindfold game with kitchen ingredients**

*Procedure:*

- \* Take a box with several compartments containing different materials like moong, urad, channa dal, arahar dal, cumin and aniseed.
- \* Show these to the children.
- \* Blindfold children and ask them to pick up one particular dals or thing by feeling the things in the box.
- \* To make it complex, position of the things can be changed.

*Note:* This activity with grains involve minute discrimination and sensitivity. Since the size of the ingredients used are small and almost identical, the children are likely to get confuse and initially may not be able to discriminate the finer differences.

Activity-2) **How different things Feel?**

**Identifying texture**

Method: Blindfold

*Procedure:*

- \* Collect the object with different texture such as: rubber, cotton, pencil, velvet, marbles, piece of glass, sponge and so on.
- \* Hand over an object to a child.
- \* Ask him feel the object and tell what it feels like to him and what is the name of that object.

Activity-3) **Identifying and Arranging the Rough and Smooth Surface**

**a) Identifying surfaces**

*Procedure:*

- \* Take children around in a campus.
- \* Ask them to identify the smooth and rough surfaces by feeling each object or place.

**b) Sand paper**

*Material:* Sand paper and cardboard of various thickness and hardness.

*Procedure:*

- \* Give different sand paper and cardboards of different thickness and hardness to the children.
- \* Ask them to arrange it in a sequence from smooth to the rough.

Note: This activity can be repeated using different materials like stones, leaves etc. to make children understand the gradation from the smoothest to the roughest.

Activity-4) **Guess who's your Friend**

**a) Identify friends touch**

*Method:* Blindfold

*Procedure:*

- \* Ask children to come and touch the blindfolded child without making any sound.
- \* The blindfolded child has to recognise the child who touched him and name the child.

**b) Identifying clothes**

*Procedure:*

- \* Ask children to feel their and their friends dress and describe what each of them felt like.

*Activity-5) **Geometrical solids***

*Procedure:*

- \* Familiarise children with different geometrical shaped solids like cube, square, pyramid, sphere, cone cylinder and circle etc.
- \* Ask them to list / name objects based on these shapes.
- \* After they are familiar with the shapes, play a game.
- \* i.e. blindfold a child and ask him to feel the solids and name it.

*Activity-6) **Feel and tell the kind of Water***

*Procedure:*

- \* Take three glasses of water. One with cold water, other one with lukewarm water and the third one with hot water.
- \* Ask each child to feel all three kinds of the water.
- \* First let them feel cold water and warm water. Then warm water and hot water.

## Developing the Inner Sense

*(widening consciousness)*

**Objective:** Listening to the Inner Voice

### *Activity-1)* **Inner Voice**

*Procedure:*

\* Story: Inner voice

“Once upon a time, in a dark, green forest, lived a fairy. She was a very happy fairy. But there was one sad thing. Whenever the fairy tried to tell anyone anything nobody listened to her. As she had a very soft voice, like a whisper.

Now near that forest was a village. The people there were very noisy and spent the whole day talking, shouting, quarreling to each other. They had no time to do good things like watching the sun rise, going for a walk, playing in the sand. The king of that village was a tired old man whom nobody listened to.

One day, a strange thing happened. The sun did not rise. The birds did not bloom. In fact, a strange rumbling sound was heard and a huge dragon, with a long, thorny tail, breathing fire stamped into the village and began to break houses, carry people away and destroy the fields. The people were very frightened. They went to their king and asked him what to do.

The old king, shook his head and thought for a long time. Then he told them, to kill the dragon they have to find the Magic Word, which only the fairy in the forest knew. So they must go to the forest in absolute silence, otherwise the fairy will hide herself and they will never find her.

The villagers promised to do what the king told them. They set out for the forest in silence with lamps in their hands.

At last they came to a little hut. They knocked and the door opened. But there was another door. So they knocked again, the door opened again. They entered, but again there was another door. As they kept knocking, doors kept opening and they kept entering.

At last, they entered a room which was full of light and seated in the middle was a lovely fairy with her eyes closed. The villagers all sat down quietly round her. She opened her eyes and said “Peace”. As soon as she said the word, the villagers knew that this was the magic word.

They looked at her and suddenly she disappeared. Everything had changed. They were back in the village and the dragon was breaking everything around. The villagers now faced him and together all of them said “Peace”. As soon as they said the word, the dragon vanished into thin air, the village became a beautiful place and sun rose high in the sky. The people now lived happily with their magic word all around them.” (Jayshree)

\* After telling this story explain children how this fairy lives in everyone of us, but because we are always preoccupied with something or the other thing like - thinking about many things (all the time rats are jumping in our head), fighting, quarrelling, and therefore there is peace in our hearts and our mind. And tell them how important it is to be quiet and peaceful to be able to listen to the fairy in our hearts.

\* Then guide children through an exercise to take a journey within themselves, so that they can experience this inner fairy.

\* Put some light or meditation music. Create an atmosphere by arranging flowers the middle of circle and lighting incense stick

\* Make children sit in a circle.

and guide them:

“ Sit comfortably and relax yourself. feel your body.., Is any part tensed or uncomfortable of your body/ Take soft and long breaths as though you are inhaling the fragrance of pink roses. Just feel the white bird of peace coming down to you and sitting in your mind and body. Remain absolutely calm, quiet, and comfortable. Let no thought or feelings create any wave within you. Now feel your heart and hear your heart beats till it becomes louder and louder. Then with each beat you will find a door opening in your heart. Whenever you feel ready just step inside and keep going till you pass through the second, third and fourth door. And as you pass through all the doors you will come across a room with beautiful treasure in it. You will see different kind of treasures there, in many different forms, and colours. How are you feeling there , quiet, joyous, peaceful? Feel the Space there. Is it warm or cold? What colours do you see? Is anyone calling to you? Listen carefully, someone might be calling you softly and wanting to tell you something very special... may be it is the fairy. Collect everything from there as you might want to bring back the treasure with you. As you come back, watch the way carefully as you might want to go there again to bring back more treasure. Bring all your treasure carefully as you might would like to draw and create what you have seen and discovered.

\* “Now keep that peace with you and start drawing what you felt, what you saw, or what you discovered”.

\* Pass colours, and drawing sheets to children and put some nice light music.

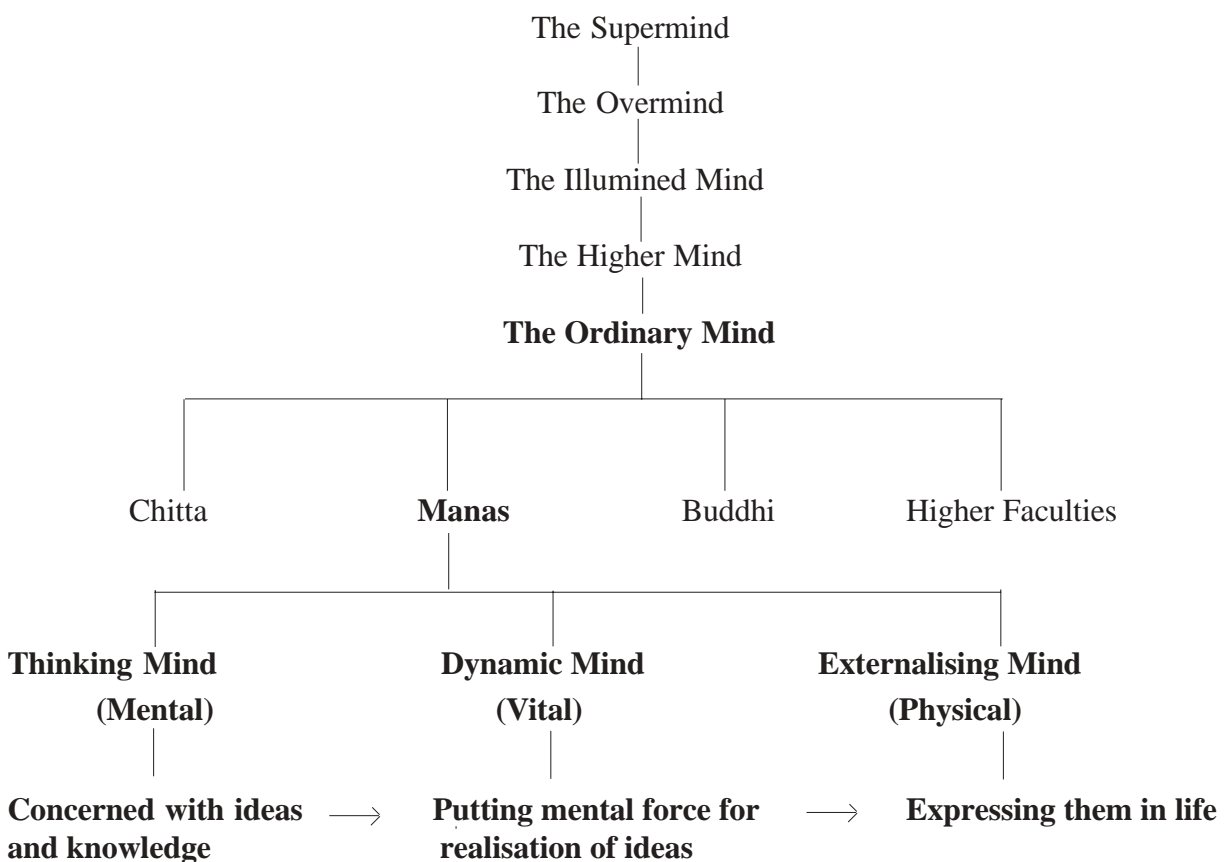
\* After they finish drawing ask them to share their treasure with others.

## Manas- the sixth sense

Today most of us are familiar with the five senses, but as a very less is written or spoken about sixth sense-the manas, we hardly know about. According to Sri Aurobindo Manas or the mind proper is the second layer of our mind. It receives images of things from all the five senses and again translates these into thought-sensations. It also receives direct images from outside and gives it a mental form. Thus we see that Manas function's both as the sense organ and a channel.

As we have seen manas is the second layer of the mind. In the ordinary classification there are four layers of the Mind. **1) The Chitta, 2) The Manas, 3) The Physical Mind and 4) The Higher Faculties.** All these four play a great role in the education and refinement of the senses.

*Location:*



\* *Manas-The Sixth Sense*

- \* It is the second layer of the Ordinary Mind and it is also the sixth sense according to our India psychology.
- \* It is both a sense organ and a channel.
- \* As a sense organ it receive images and thought impressions directly from outside and from within.
- \* It receives the images of things translated by the five senses and again translates them into thought sensations.
- \* As a channel it is subject to disturbance resulting either in obstruction or distortion, it is a channel for communication with the buddhi or brain-force.

*Function:*

**As a Sense Organ**

It receives direct thought impressions from outside and from within. The impressions in themselves are perfectly correct.

**As a Channel**

It reports the gathered information from the five senses to the Intellect and in that process it sometimes distorts and gives a false impression of the things. And that is why the direct impression of the mind is affected, which is the chief source of error.

\* *The Chitta- (Passive memory)*

- \* It is the reservoir of past mental impressions.
- \* It is the store house of passive and potential memory.
- \* Active memory selects and takes what it requires from the store house.
- \* It is the foundation on which all the other layers stand.
- \* It needs no training, it is automatically and naturally sufficient to its task.
- \* All the objects coming within its field is secured, placed and faultlessly preserved.
- \* It is a receiving instrument- it cannot determine what it shall receive and what it shall not- it is only when the Buddhi or the vital will or something higher assist it becomes capable of automatically rejecting what will not be helpful to the growth of the divine in the being.

*Note:* All the activities done for developing five sense- to develop the observation and discrimination skills also helps to develop and perfect the sixth sense- Manas .

## Developing Creativity and Artistic Faculty

Art is a very good means for educating the vital. It helps to refine emotions, and awaken sensitivity and sense of beauty in a child. Once this sense of beauty is awakened in a child it reflects in his way of living and thinking. It helps a child to express himself. Thus it allows a child to create his own world, by coming in touch with the world around in his own way, according to his own nature. Through arts child develops the sense of aesthetics, which helps a child to choose what is good, noble and harmonious for him. As the below passage explains:

*“ To this general education of the senses and their functioning there will be added, as early as possible, the cultivation of discrimination and of the aesthetic sense, the capacity to choose and adopt what is beautiful and harmonious, simple, healthy and pure. For there is a psychological health just as there is a physical health, a beauty and harmony of the sensations as of the body and its movements.*

*As the capacity of understanding grows in the child, he should be taught, in the course of his education, to add artistic taste and refinement to power and precision. He should be shown, led to appreciate, taught to love beautiful, lofty, healthy and noble things, whether in nature or in human creation. This should be true aesthetic culture, which will protect him from degrading influences.... A methodical and enlightened cultivation of the senses can, little by little, eliminate from the child whatever is by contagion vulgar, common place and crude. This education will have very happy effects even on his character.”*

*(Sri Aurobindo and the Mother on Education- 110-111)*

When children are young their imagination is lively and active. Therefore it is important to tap this part of their mind to unlock creativity, and help them to think and express creatively. Later on, this can also bring forth faculty of creative writing.

Any creative expression is a source of joy and satisfaction for the creator. The field of creative thinking and expression is very wide. It covers all the aspects of human accomplishments like scientific invention and discovery, composition of poems, writing of stories and drama and good performance in the field of dance, music, painting, sculpture, politics, business, teaching and other professions. Our day to day life activities also need creativity. Life as a whole gives many opportunities for creative expression.

The upliftment of humanity lies in developing the capacity of man for free and independent thinking and no education is worth if it does not include in its objectives the development of children's capacity for independent and creative thinking.

### Imagination

Most children have rich imagination. When we knock at the door of this storehouse by providing appropriate opportunities they often come up with wonderful ideas. It not only develops the faculty of imagination but also brings joy into the process of learning.

**Objective:** Developing Creative thinking and Expressing it.

### **Activity-1) Free Drawing**

*Procedure:*

- \* Give one drawing sheet and colours to children.
- \* Play some nice light music.
- \* And ask children to start drawing.
- \* Let them feel the music and draw freely.
- \* After they finish drawing ask them to explain what they have drawn.

### **Activity-2) Story Making**

*Procedure:*

- \* Show a picture to the children.
- \* The picture can be of anything of natural scene, or any place, of animals etc.
- \* Give them some time to look at the picture.
- \* Then ask them to make a story.
- \* This activity can be done in a group or individually.
- \* If it is done in a group then each child can contribute to develop a story.

### **Activity-3) Developing Confidence in Expression**

*Procedure:*

- \* If it is a large group divide children in groups.
- \* Give each group a theme.
- \* Themes- like Picnic, Railway station, Birthday party and so on..
- \* Then ask them to plan, discuss amongst themselves.
- \* Ask them to act out on stage.

## Aesthetic Sense

To develop aesthetic sense of a child it is very important that he or she is surrounded by beautiful, harmonious and balanced things. Thus teachers should make sure that everything in the class is in order, well organised and beautifully kept. Along with the physical beauty the importance should also be given on beauty of thoughts, and beauty of emotions.

While working on developing the aesthetic sense in children one can take any type of topic which will surround children with this beauty and will add to their learning process, by make it interesting.

For example, A project on Vital Education was carried out at the Gnostic Centre and one of the objectives was to develop the aesthetic sense. It along with the other objectives was done through the topic "Fish".

We chose this theme because of the beauty that is inherent in nature is expressed perfectly through fish. In their colour, form, balanced movement there is harmony and beauty. The colour of their scales, the intensity of their colour and patterns on them - there is harmony and balance in it. There is no jarring in it. Their movements are filled with gracefulness. They gently glide and swim. Even a large bulky whale moves with the grace of a deer. So many of them live together, yet each one gives a space to the other to move and to be.

This example that nature herself is showing us, through her manifestation as fish, we wanted to communicate to the children, in its entirety.

This project was carried on for 2 weeks where children created an under water world while maintaining

its beauty and harmony. Children enjoyed making fish, sticking scales, creating pond, bringing aquarium, and feeding fish. Children were thrilled becoming fish and dancing gracefully like dolphins, and many other fish. Children spent a lot of time observing fish, looking at their movements, their colours. The emphasis was given to awaken that sense of beauty and order in them, by making it practical while creating the fish world. Children were careful in their usage of things. Colours, pencils, glitters were used and kept back properly in an organised way.

## Character Development

The second aspect of the vital education is that of the Character Development. It is a very important aspect of education and still overlooked by our educationist and our society. If at early age the vital education is provided towards understanding oneself, then there won't be any need of therapies and counselling as it is felt today. Character development is the process of self-knowledge and self-mastery, as the Mother says it is a process, "to know one self and to master one-self." Thus the first step to know oneself is to observe oneself, and become aware of ones various movements. With the understanding of what is happening within oneself and why, grows in child the will for progress and perfection. This will for progress should be instilled in a child as soon as he is ready to have it. The will can be cultivated and developed by methodical and progressive exercise. In day to day life children should be taught to exercise their will, they should not be encouraged to give up when they meet with difficulties, they should be asked not give up, whatever they decide to do, must do it, whatever the cost. At school children get ample opportunities, in a class room and in a playground while playing with fellow friends to exercise their will. If a teacher is alert enough to make use of these opportunities in order to encourage children to exercise their will, can be of great help for children in their character development. As the following passage explains:

*" The child must be taught to observe, to note his reactions and impulses and their causes, to become a discerning witness of his desires, his movements of violence and passion, his instincts of possession and appropriation and domination and the background of vanity which supports them, together with their counterparts of weakness, discouragement, depression and despair. Evidently, for this process to be useful, along with the growth of the power of observation the will for process and perfection must also grow. This will should be instilled into the child as soon as he is capable of having a will, that is to sa, at a much earlier age than is usually of having believed." (TheMother- On Education-part-1, pg-22)*

### **Practical guide lines for the character development of young children**

( as described in 'Education for Character development by Kireet Joshi, pg-43-46)) :

- a) "It may first be noted that a good many children are under the influence of the inner psychic presence which shows itself very distinctly at times in their spontaneous reactions and even in their words. All spontaneous turning to love, truth, beauty, knowledge, nobility, heroism is a sure sign of the psychic influence.
- b) To recognise these reactions and to encourage them wisely and with a psychic feeling would be the first indispensable step.
- c) The best qualities to develop in children are:

sincerity	perseverance
honesty	calm
straightforwardness	peace
cheerfulness	self-control
courage	self-mastery
disinterestedness	truth
patience	harmony
endurance	liberty

- d) These qualities are taught infinitely better by examples than by beautiful speeches.
- e) The undesirable impulses and habits should not be treated harshly. The child should not be scolded. Particularly, care should be taken not to rebuke a child for fault which one commits oneself.
- f) When a child makes a mistake, one must see that he confesses it to the teacher or the guardian spontaneously and frankly; and when he has confessed it he should be made to understand with kindness and affection what was wrong in the movement and that he should not repeat it.
- g) Great care should be taken to see that unformed virtues are not rejected as faults. The wildness and recklessness of many young natures are only the overflowing of an excessive strength, greatness and nobility.
- h) When a child asks a question he should not be answered by saying that it is stupid or foolish, or that the answer will not be understood by him. Curiosity cannot be postponed, and an effort must be made to answer questions truthfully and in such a way as to make the answer comprehensible to his mental capacity.
- i) The teacher should ensure that the child gradually begins to be aware of the psychological centre of his being, the psychic being, the inner seat of the highest truth of our existence.
- j) With that growing awareness the child should be taught to concentrate on this presence and make it more and more a living fact.
- k) The child should be taught that whenever there is an inner uneasiness, he should not pass it off and try to forget it, but should attend to it, and try to find out by an inner observation the cause of the uneasiness, so that it can be removed by inner or other method.
- l) It should be emphasized that if one has a sincere and steady aspiration, a persistent and dynamic will, one is sure to meet in one way or another, externally by study and instruction, internally by concentration, revelation or experience, the help one needs to reach the goal. Only one thing is absolutely indispensable, the will to discover and realize. This discovery and this realisation should be the primary occupation of the being. Whatever one does, all that one thinks, all that one experiences.

The role of the teacher is to put the child upon the right road to its own perfection and encourage it to follow it, watching, suggesting, helping, but not imposing or interfering. The best method of suggestion is by personal example, daily conversation and books read from day to day.”

## Activities: On Courage

*Objectives:* To facilitate the quality of true Courage which is latent in children and provide an understanding and experience of what is true courage while identifying the difficulties in one's nature that stop one being courageous.

### *Activity 1): Courage Discovery Walk*

*Procedure:*

- \* Call children together.
- \* Tell them that you all are going for a Courage Discovery Walk.
- \* Tell them that in that walk every one has to be vigilant to discover courage. To see where all they can find courage, in nature, in insects, in animals, in human beings in themselves or in anything else.
- \* Let them take colours, pencils and papers with them if they wish to draw, or write about their discovery if they can.
- \* Give them a sufficient time for walk.
- \* It is important to be sensitive to children and their discovery of courage, for a child may find courage in a tree which is taking the weight of other falling tree on itself. Or in the small ant carrying the bigger dead ant.

### *Activity 2): Informal sharing*

*Procedure:*

- \* After the walk ask children to share what they have discovered in their walk.
- \* Could they discover courage? In what did they discover it? How do they feel about it?
- \* Ask them what do they mean by courage? or what do they understand by courageous?
- \* Ask them who is courageous according to them?
- \* Explain different kind of courage. i.e: courage for oneself, courage for others, moral courage, quiet courage etc through stories. Stories can be told from the Tales of all Times by the Mother or the true stories can be shared of children who get bravery awards on Republic day.

### *Activity 3): Shlokas*

*Procedure:*

- \* Explain to children why it is important to say shlokas.
- \* Tell them that shlokas are like mantras or poetries, it has a special power in its words. There are many different kind of shlokas, with all having different power in it. There are shlokas to call happiness, there are shlokas to call peace, there are shlokas to call courage. To see the magical power of the word it is important to repeat that particular shloka and concentrate on its words without thinking off anything else.

***Shloka:***

Asato ma Sat Gamaya  
Tamaso ma Gyaotir Gamaya  
Mrityor ma Amritam Gamaya

Activity 4): **Importance of Courage**


Procedure:

\* Brainstorm with children on \* Why is courage important? \* When do we need it?

Give them a worksheet:

**A WORKSHEET ON COURAGE**


Draw or write.....  
Think of something or a situation that you are most afraid of.

 In the Play Ground I feel afraid:

- That I might get hurt.
- That I might lose the game.
- The others will laugh at me.
- I might not play as well as the others.
- Or...


In the Classroom I am afraid:

- That I may give wrong answers.
- That my friends will make fun of me.
- That the teacher might scold me.
- Or...




I am afraid of :

- The dark
- Animals:(Specify)
- My parents
- Teachers
- Brothers/Sisters or Cousins
- Swimming
- Fights
- Or...




I am not able to do my work properly because:

- I am lazy.
- I give up very easily.
- I don't put in all my effort.
- I blame others.
- Or...



Why do I feel afraid of all these things:

- Because I don't know what will happen to me.
- Because I don't want to hurt my feelings.
- Because I feel I will be left alone.
- Because I feel nobody will love me.
- Or...

 When I will feel afraid:

- I will call peace and courage.
- I will recite a Shloka.
- I will think of something that is strong in me.
- I will ask myself not to panic.
- I will not think of failure.
- I will tell myself not to get scared.
- Or...

*Activity 5):* **Road Map:**

*Procedure:*

- \* Give a drawing sheet and colours to children.
- \* Explain them how each one of them have seen what they are afraid of , why they feel afraid and how they cannot feel afraid.
- \* Ask them to make a road map. Explain them what they do when they play treasure hunt. What happens on the way when they start looking for treasure. There is a treasure and there are many difficulties and hurdles to pass to reach to the treasure. One has to be vigilant and calm so as to look for hidden clues on the way in order to get to the end.
- \* Similarly ask them to make a road map of where they have to reach, or say what they want to become- for example- Courageous like Super man.
- \* Ask them to draw where they are, what are difficulties on the way and how they are going to overcome it.

*Activity 6):* **Role Play:**

*Procedure:*

- \* Ask children to think of a situation or a thing of which they are or where afraid of.
- \* Then ask them to share how they feel when they are afraid or face difficulty.
- \* Then ask them to take the same example and think for some time what exactly was happening when they felt afraid, how was the body feeling, which part of the body got sensations etc.
- \* Then ask them to enact the whole scene.
- \* Then ask them to think of same situation where they will act courageously, ask them to close their eyes and see being courageous in the same situation. Ask them to notice their reactions and how they are feeling, how their body is feeling etc.
- \* Then ask them to enact the whole scene.

*Activity 7):* **Meditation**

*Procedure:*

- \* Explain to children why it is important to meditate- in order to be courageous.
- \* Tell them how important it is to have quiet mind in order to take any courageous action so as not to get panic in the situation of crisis.
- \* Then show them how to establish peace in the mind.
- \* Ask them to close their eyes and sit comfortably. Ask them to call peace as Peace, Peace, Peace and while doing that let them imagine as though they are floating in the ocean of peace.
- \* Tell them that with this peace in their mind they can enter into the land of courage which is inside in their heart.
- \* Whenever they feel peaceful and ready ask them to open their eyes.
- \* Explain them that it is a very important tool to enter into the land of courage, so whenever they feel afraid or scared they should call peace within themselves.

## Cultivate the feeling of Uneasiness

The Passage below explains the importance of cultivating the feeling of uneasiness in a child for its growth.

*“There is another quality which must be cultivated in a child even when it is quite young. It is the feeling of unease, of a lack of moral poise which he has when he does certain things, not because he has been told not to do such things nor because he is afraid of being punished, but spontaneously. For example, a child who hurts a comrade of his by mischief, if he is in his normal, natural state will feel a discomfort, a sorrow within his being, because what he has done is contrary to his inner truth.*

*For in spite of all instruction, in spite of all that thought can think of, there is something within that has the feeling of a perfection, of a higher status, of a truth which unfortunately is contradicted by all movements contrary to the truth. If the child is not corrupted because of his environment, because of deplorable examples that surround him, that is to say, if he remains in his normal, spontaneous condition, without anyone telling him anything which contradicts the truth of his being. And it is just there that is to be based, later on, his effort for progress...*

*This does not mean naturally that one should give a child philosophical explanations, but one can very well give him the feeling of a kind of inner ease, satisfaction and at times an intense joy when he obeys this little thing very silent which is within him, which will prevent him from doing what is contradictory to it. It is upon an experience of this kind that the teaching should be based. One must give the child the impression that nothing can last unless he has within him this true satisfaction which alone is durable..”*

### Conclusion

So we have seen how important it is to cultivate and develop these latent qualities in children from very beginning. Stories and plays are a very good means to develop these latent qualities of honesty, sincerity, perseverance and the feeling of uneasiness. And also adults (teachers/parents) can help child by being vigilant themselves and encouraging child whenever needed, by giving a child space and helping him to attend to his feeling of uneasiness. That is to help him tune with his inner law- with his swadharama. All the crisis in world are there because things are not in its place, whether it be physical things around, or within oneself. It is the crisis of character. Thus it is our duty to help these growing souls to grow in their fullest by helping them tune themselves with their inner self, by surrounding them with good, noble and beautiful, by encouraging them to always speak truth whatever the consequences. Many opportunities should be provided where they flower and grow natural. Like puppet show can be done to personify these qualities and show the importance of them. The theme of the stories should be to illustrate the ideal of truth-to speak the truth, whatever the consequence, for the Aspiration for perfection-whatever you do, do it perfectly as you can, and about the Dreams of the new World-of beauty and goodness. Simple Games and Exercise should be a part of everyday activities. Exercises in observation and accurate description to help child to know himself. Observation exercises may be done with plants, leaves, minerals, scenes, animals, artistic picture etc. Later on child spontaneously develops the habit of observing himself, his movements, his reactions and action. Which will foster his growth and illumine his character.