

UNITY IN DIVERSITY

Objective: *To stimulate thought concerning the inner unity of life whilst still being able to act appropriately to outer circumstances*

Key Words: *diversity, wisdom, consideration, quarrels, bruised, immediately, intelligence, innermost, continents, countries, five elements - earth, water, fire, air, space, chemical compound*

QUOTATION/THEME FOR THE WEEK

ALL I SEE ...



... IS PART OF ME

Brainstorm and discuss possible meanings.

SILENT SITTING

Step 1 *(See page 40 of the introduction)*

Step 2 *(optional)*

Step 5: Be aware as you go through the week, of your five senses.

Be aware of what you can smell ...

what you can taste ...

what you can touch ...

what you can see ...

and what you can hear ...

Your senses let you know what is going on, so that you can enjoy the world around you ...

These senses also let you know when you are in danger ...

Be in touch with your senses at all times and do not let your mind wander into a daydream ...

See how your school work and other things in life become easier for you ...

Enjoy life ...

Be happy ...

Step 6.

STORY TELLING

KATY AND THE COW

by Carole Alderman

There was once a little girl named Katy. She was a happy, lively girl who enjoyed learning both at school and in the countryside around the village where she lived. At the village school, the schoolteacher, who would soon be retiring, was kind and had the sort of wisdom that often comes with age. He looked after them like a father, and they were sorry that he would soon be leaving.

Often he would say to them, “Girls and boys! If you always remember, ‘All I see is part of me’ and picture yourself in every one, acting with consideration to everything around you, you won’t go far wrong in life. Never be unkind to anyone. By doing wrong to someone else, you are doing wrong to yourself.”

The children were puzzled by this message. That day they went about their classes wondering about the meaning of what their teacher had told them.

Katy accepted every word her teacher said. She resolved that, from now on she would look upon not only people but also animals, as if they were part of her own family.

“What a nice idea this is! If I am part of everyone and everything, and they are part of me, how can there be any quarrels any more?”

One day Katy was going home from school across the fields when she heard the farmer calling to her.

“Don’t go into that field. Daisy’s gone crazy.”

Katy did not stop.

The farmer shouted again, “Get out of the field. The cow is mad.”

Katy knew Daisy and had often talked to her over the fence on her way home from school. She thought to herself, ‘If the cow is part of me and my family, she will not hurt me. Perhaps the farmer does not know that.’

So Katy continued on her way.

The cow saw her. It ran towards her head down.

“Hello, Daisy. It’s only me,” said Katy smiling at the cow. “I don’t know what you have done today to upset the farmer, but he did not want me to take a short cut through your field. I am in a hurry today as my auntie is coming to tea, so I haven’t got time to take the footpath. It’s such a long way round.”

Thud! The cow knocked into Katy and she was hurled to the ground.

Katy lay on the ground, badly shaken and bruised. There were a number of cuts to her arms and legs, but luckily, nothing seemed to be broken. Joey, one of her school friends, saw what happened and ran back to the school to tell the teacher. The teacher immediately ran back with him to find a dazed Katy being helped by the farmer.

“The cow has been acting strangely the last couple of days. The vet is on his way. I tried to warn her, but she didn’t seem to hear me,” said the farmer.

They carried Katy back to the village surgery where the doctor examined her.

“Nothing serious, but she’s had a nasty shock and should be kept in bed for a couple of days,” said the doctor cheerily.

When she was well enough to return to school her teacher asked, “Katy, why did you act in that foolish way? When the farmer warned you about the cow, why didn’t you listen?”

“Sorry, Sir,” said Katy. “But you said that everything is part of me? Isn’t the cow also part of me? What is there to fear from myself?”

The teacher laughed and said, “Oh Katy! You must use your intelligence. No doubt there is an innermost part of the cow which is the same as the innermost part of you. But it is the same with the farmer and you, too. Didn’t the farmer shout for you to get out of the way? Why didn’t you listen to him? See what happened.”

Katy thought long and hard about it until she felt she knew what seeing herself in everything meant. We must always use our common sense. We need to be aware of what is real and not be carried away by ideas.

There is something inside all of us which is the same, but we must make allowances for our differences on the outside too. When we understand this, we will have gained some wisdom.

QUESTIONS:

1. What is the story about?
2. Why did Katy not listen to the farmer?
3. What happened to Katy when the cow saw her?
4. What did the teacher actually mean by: ‘All I see is part of me’?
5. What did you feel when you heard this story?
6. Did it remind you of anything in your own life?
7. Do you think that we are all brothers and sisters of one family?
8. Do you value people who are different from you in some way - perhaps in race, colour, religion or culture?

GROUP SINGING

ALL I SEE IS PART OF ME

(music and lyrics by Sara John)

*Chorus: All I see is part of me
Every creature, every tree
Every mountain
Sky and sea,
All of these I see in me.*

Nothing is separate
All are joined
Woven together
As threads entwined
All is you and all is me
Part of life's rich tapestry,
Rich tapestry.

(Repeat x 2)

*Chorus: All I see is part of me
Every creature, every tree
Every mountain
Sky and sea,
All of these I see in me.*

*All of these I see in me.
(Repeat x 2)*

GROUP ACTIVITY

THE MIRROR GAME:

(This exercise:

- reinforces the notion that You and I are One*
- develops a variety of movement skills and body awareness*
- helps the children to work together.)*

Find a partner and decide who is 'A' and who is 'B'.
'A' begins by going through a range of movements on the spot.
'B' has to mirror the movements.
After three minutes, change over so that 'A' then mirrors 'B'.

Extension exercise/Links to Other Subjects:

Using a large model (2D or 3D) of the globe, children are introduced to different continents and countries. The teacher then introduces the five elements of nature - earth, water, fire, air and space. Children observe that these are the same in every country, e.g. H₂O is the chemical formula for water in England, Africa, Australia, etc. It doesn't matter what we call water, the compound structure remains the same. Therefore it is a relative truth.

Further Extension: Children discuss how these elements are present in the human body:

Earth	- matter
Water	- 75% of the human body is water
Fire (light)	- enables us to see
Air	- how we breathe
Space	- sound vibrating in our body

and how they relate to the five senses:

Earth	- smell
Water	- taste
Fire (light)	- sight
Air	- touch
Space	- hearing