

Education in Ethics and Love

A Curriculum Addition for Primary Schools

Vision Statement

“Learning to love to live together peacefully.”

Mission Statement

To educate children aged five to twelve in Ethics and Love, to encourage them to discover and reflect on their own desires, intentions, thoughts, feelings, attitudes and behaviours and to inspire students to adjust their ways in order to be more loving toward self, others, God and the environment.

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Foreword

This educational program is an addition to the already existing curriculum of your country and the strategic plan which your school has developed around it. The Education in Ethics and Love program introduces the subject of “Ethics and Love” to the timetable. It is suggested that this subject be included weekly and explicitly in each classroom. The curriculum addition contains detailed examples of how aspects of Love might be presented to a class, which tools or delivery approaches could be used, what materials might be needed and what questions can be asked to initiate a class discussion.

While the prospect was to include all main aspects of Love in this document, it is acknowledged that the curriculum addition is not exhaustive in any respect.

The content of the program is relevant to people of any religious faith or of none. It does have at its core the belief that an infinitely loving Higher Being exists whose Guidance, Love and Truth about all matters is freely available to anyone who is sincerely seeking it. Throughout this document, this Higher Being will be referred to as God.

Philosophical Rationale

Currently, we have many issues of love on this planet. While most people are aware of some of them, very few people act to implicate significant changes to their personal life in order to attempt to counteract these problematic dynamics.

When looking at it on a global scale, most of us feel powerless in regards to changing the world’s problems. Yet when we start looking in our own backyard and especially at our own behaviour, intentions and attitudes to love of self, love of others, love of God and love of the environment, it becomes clear that change is possible on a very personal level.

The more we learn to honestly inspect ourselves, develop a desire for truth and love and make positive changes in our life, the more significant the impact on humanity will be and we open up the potential to solve all issues of love on a global level.

Education in Ethics and Love Curriculum Addition

1. Key Principles: Love, Truth, Equality and Ethics

Love is the most important principle of this program. Interactions between participants (students, teachers, parents, teacher aids) will be aimed to have love as their foundation. Truth, equality and honouring the free will of others are all aspects of love. This means that all persons involved - regardless of their gender, colour of skin, age, sexuality, culture, religion or any other illusory dissimilarity-will be treated as of equal value and importance. The teacher will be upholding respectful treatment between individuals by setting loving boundaries and consequences. Ethical standards between individuals will be maintained as each participant is encouraged to treat everyone the way they would like to be treated.

Truth is the other fundamental aspect of the curriculum extension. Participants will be encouraged to be truthful at all times. This may involve looking beyond what seems obvious on the surface, inviting questions from all participants and honestly stating when someone does not know an answer. The programme is not about knowledge or lack of it but rather about questioning what we are currently accepting as normal and loving, widening our horizon, extending our comfort zone and discovering truth and moral values in a protected learning environment. While there will be measures to evaluate individual progress, there will be no grading of the students' learning.

2. Program Aims

- Help students develop an inquisitive mind and a moral attitude toward all people
- Convey the importance of Love and Ethics in order to develop loving relationships with self, others, God and the environment
- Nurture open-mindedness, acceptance and respect of all people
- Help students understand that all people are of equal importance and have equal rights and worth
- Open the students' minds and hearts to the existence of an infinitely loving God and the possibility of having a personal relationship with our Heavenly Parent
- Teach children about the main aspects of Ethics and Love and inspire them to reflect upon and, if necessary, amend their actions and attitudes accordingly. Lasting change can only be made if the students develop a desire to release the emotions which drive their behaviour and attitudes.
- Nurture children's natural sense of wonder about nature
- Explore nature and develop a sense of responsibility toward it
- Inspire students to appreciate their own uniqueness and to develop a deep love of self

3. Theoretical Underpinnings

- To ensure Parents and Guardians are well informed about the aspects of Love and Ethics which are being discussed in the classroom, detailed information will be going out to the students' homes at the beginning of each term. In this way families will be better prepared for questions, remarks or behaviour adjustments which students might bring home.
- The students' efforts within the subject of Love and Ethics, the change of their social behaviour and the quality of relationship with self, others and the environment will be evaluated by the teacher and a feedback statement will be included within each report.
- Through the use of surveys, observation and close communication with the school's families, the efficiency of the curriculum can be determined.
- A safe space will be needed within which students can express and experience their emotions freely without judgement by others

4. Putting the Curriculum Addition into Practice

It is recommended to use a variety of teaching tools and techniques in order to cater for all four learning styles- Auditory, Visual, Read/Write, Kinesthetic -and the various combinations of these styles. This section presents examples of possible approaches to delivery.

Blackboard/ Whiteboard,

Conversation about the topic/ Prompting questions

It is crucial that the students are actively involved in the conversation and the discovery of each topic. The main tool that will be used is conversation, often started by prompting questions to inspire the children to think about an issue and voice their opinion or previous knowledge about it.

Creativity

Experiment

Explore

Games

Guided meditation

Guided meditation allows the children to find a peaceful place within themselves or within their imagination. For some students this will be a new learning tool and might feel uncomfortable or even unsafe to them in the beginning. This technique might have to be practised a few times until the children can relax into it fully. It is important

that the teacher is understanding and patient with students who struggle with this tool. Participation is to be based on desire.

Natural Objects

OHP/ Powerpoint

Photos/Pictures

Picture Books

The picture books suggested throughout this document complement the contents and are in alignment with Love and Ethics.

Presentation

Processing Space

The programme is likely to bring up emotions for some students which they might like to release. Ideally, your school will create a space where it is allowed, encouraged and safe for anyone to experience and express their emotions freely. Mattresses and pillows create a feeling of comfort and safety and can be used as sound sponges if there is a need to scream or cry. A punching bag and newspapers for shredding provide ways for appropriate anger release. It is of paramount importance that the room is used by one student at a time and to ensure that nobody else can enter the room while the child processes emotions. The school needs to ensure that self harm of any kind is not possible within the processing room. Equally important is that all children understand that processing emotions is a sign of humility, an aspect of love for self and others, a sign of courage and strength.

Processing room rules:

- Strictly one student at a time (you may need a 'door guard' at the entrance of the processing room)
- It is encouraged to express all emotions
- Breaking things (other than the specific material provided for this purpose) is prohibited
- For screaming, please use the pillows
- Stay as long as you need
- Leave the room as you found it

Puppets

Puppets can be highly engaging, giving the teacher an extra set of characters to interact with the children. Not all teachers feel comfortable working with puppets. It could be an option to invite other staff members, parents or older students as puppeteers.

Role Play

Sharing

Inviting children to share their thoughts, opinions, experiences and discoveries is an essential part of the programme and to be encouraged wherever possible.

Songs

Stories

The stories written for or used in this curriculum extension are in alignment with Love and Ethics. They are designed to inspire children to reflect upon the learning content, to form or adjust their opinions on matters and become more desirous and humble to act in a loving and more self-reflective manner.

Teamwork/ Group Activities

Worksheets

5. Implementing the program in your school

Every school has a unique composition of people involved, each with a different emotional background. At the centre of intention are the students who are accompanied and guided by teachers, support staff and the principal. An extension of the school environment are the families, the local community and, of course, the country the school is located in. Therefore every single school has a unique atmosphere and climate which will play an important role in how the curriculum is best implemented. Your school staff will most likely have a good understanding and knowledge of which approaches work well for your students and are possibly already aiming to have ethical interactions with them. While each teacher has their own unique background and challenges in their school life as well as their personal life, it is of utmost importance that they do not act on their past or present painful emotions in the classroom. Ideally they will address and process their painful or unsettling feelings in their own time outside of school hours. However, if they do have an intense emotional reaction to a situation within the classroom, the emotional processing room will be available to them. To allow for this to happen, an extra staff member or parent helper can fill in for a teacher in need.

This program is not meant to be taught in an academic way. The ultimate aim of it is to reach the students' hearts and souls in such a way that they start noticing their unloving desires and beliefs. As a result they may develop the desire to deal with the underlying emotions which will change their thinking and behaviour. This adjustment is a very personal process which can be inspired but cannot be made by an outside person. However, the more connected the teacher feels to a subject taught, the more enthusiasm and passion will be involved which will impact on the students' receptivity and intrinsic process. The more the students are allowed to express themselves,

their uniqueness and their opinions and the more actively they are involved in the learning, the more value they will derive from the learning opportunity.

Most resources referred to in this curriculum are day to day teaching tools which the vast majority of schools will have at their disposal. Other resources can be easily created (i.e.puppets) or found in nature. Some resources which are more specific to this curriculum can be found in the appendix. There are numerous book recommendations throughout the curriculum which would ideally be part of every school library or the school's resources.

The learning that occurs through the implementation of this curriculum cannot be measured academically nor can it be marked in the way most school work is. Nevertheless, it is important to collect data about changes in the students' behaviour and attitude. This will be done in the following ways:

- 1) Teacher observation
- 2) Comparing the quantity and nature of loving interactions on the school grounds before, throughout and after implementation of the program.
- 3) Comparing the quantity and nature of unloving schoolground incidents before, throughout and after implementation of the program
- 4) Parent surveys about student behaviour at the beginning and the end of each year
- 5) Evaluating conversation with each student about changes in their behaviour and their learning

The outcome of all assessments will be presented as a written statement on the end of year report.

6. The Teacher

Looking at this curriculum you may wonder who could possibly teach such a pure subject. Wouldn't they have to be perfected in love themselves before they could attempt to teach others?

If that were the case, the content of this curriculum addition would possibly never be taught.

Part of Love and Ethics is to humbly admit when we make mistakes and to do our best to repair any damage we have done. Any humble person with the desire to share the teachings of Love and Ethics in order to help create more harmony on earth will make a wonderful teacher for this material.

7. The Role of Parents and Guardians

The implementation of the program has the potential to have a strong positive impact on the students' attitudes, choices and behaviour not only within the school environment but also within their homes, the community they live in and, ultimately, the way they show up in the world. Therefore the students' families play a vital role in each child's learning about Love and Ethics. This is why it is of utmost importance that all families involved receive detailed information about the topics and aims of the curriculum at the beginning of every term. A workshop at the beginning of each year will present and explain to parents and guardians what to expect and will offer strategies to lovingly deal with situations of conflict within the family. The intention of the programme is to not only educate the students on moral issues but to create an opportunity for their families to grow and change alongside them. In the process unloving patterns within families will most likely be exposed and challenged and hopefully replaced with interactions which have Ethics, Truth and Love as their foundation.

8. Spiritual Foundation

Some of the lessons refer to various websites from which information has been copied, as indicated by the quotation marks around the text. All websites have been quoted underneath every citation.

All information in this document referring to God has been sourced from or inspired by the Divine Truth website. Divine Truth is neither sect, nor cult or religion. The main purpose of all teachings of Divine Truth is to inform individuals about the way to have a direct soul-to-soul relationship with God, how to receive God's Love and Truth and, in doing so, grow in love and truth yourself. While it is possible to grow in love and truth without God, this development is limited.

For more information about Divine Truth, visit: www.divinetruth.com.