

Mentor's Energizer

January, 2015
Volume 2 Issue 10

Bahá'í Academy, Shivajinagar, Panchgani-412 805, Maharashtra
www.bahaiacademy.org energizer@bahaiacademy.org +912168240100

Shifting the Way of Life to Live Universal Human Values

INSIDE THIS ISSUE

- 1 Shifting Way of Life
- 2 Meet the Mentors
- 3 Energize the New Year
- 4 Lifelong Learning

Picture gallery:



Workshops on Education in Universal Human Values on 6 Feb. 2015 (Above) and 16 Feb. 2015 (Below)



Please send your photos for inclusion in the Energizer.

The Bahá'í Academy wishes to thank our mentor of the month, Prin. Dr. A. D. Kumbhar, for sharing his insights.

Using the model at right, please send your comments and pictures to:
energizer@bahaiacademy.org

Each year, more students are participating in the Universal Human Values programme, effectively shifting the way of their life, their classrooms, homes and communities to support transformation and change. These students are promoting equality of men and women, healthy communication in families and service. One of the most important aspects of the Universal Human Values programme is that of education for all. Despite our progress, it continues to be difficult to achieve a cultural shift towards prioritizing education, particularly education for girls and women, yet this is necessary if we are to change discriminatory attitudes and structures that underlie the absence of girls in schools. As mentors, we know that any effort to effect change for girls, if it is to last, must also consider the roles and attitudes of men and boys. In consultation with our mentors, we have come to realize that enduring change depends on coherent efforts to transform both the individual and the society. It depends on all of us, together, creating a vision of a society where men and women of diverse ethnic backgrounds, classes and creeds live side-by-side and enjoy mutual prosperity. To do this, we must consider the educational process that supports that vision. We believe that teaching Universal Human Values fosters rectitude of conduct, trustworthiness and freedom from prejudice. These values promote relationships of reciprocity and genuine affection between teachers, students and the wider community. They address both the material and spiritual dimensions of individual development through service learning. Welcome to a new year of opportunities to make the world a better place!

Meet The Mentors

Meet Prin. Dr. A.D. Kumbhar, Sadashivrao Mandlik Mahavidyalaya, Murgud



How has the experience of taking the training affected you?

The training imparted two things:

- a. Created right attitude among mentors by transforming the local and narrow sensibilities to universal ones.
- b. Gave effective plan of action for dealing with the target community.

What are some of your positive experiences about being a mentor?

Being a mentor is an instrumental role to train the students and work in a community. My working with a group of 25 students was a wonderful experience. Both myself and the students learned a lot with a great pleasure. We worked madly with the Shindewadi villagers and became an integral part of the village.

What kind of transformation have you seen in your students?

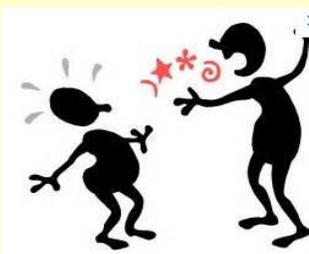
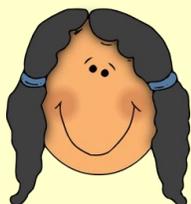
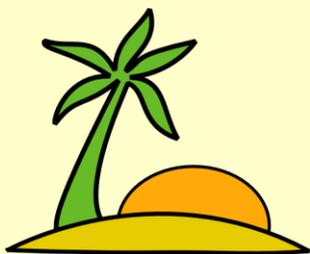
The arts and commerce faculty students find a little interest in conventional education. But the training and service project made a great transformation among them. After ten years I see the students being stable in their lives and working for social upliftment.

Do you have any advices for the other mentors?

The mentors should feel the spirit of the training and by taking perfect interest enjoy the enrichment of the students and contribute to the development of society. It's just a pleasure!

Energize the New Year

One way to start the New Year off right is to help the students in the class get to know each other better. Here are a few games from our Energizer Compilation to encourage cross-gender communication. Make sure that all groups have both boys and girls so that all perspectives are presented. For more energizers, download your copy of the Energizer Compilation at www.bahaiacademy.org.



1. **Deserted Island**—Announce: 'You've been sent to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book and one luxury item you can carry with you (i.e. not a boat to leave the island!) What would you take and why?' Allow a few minutes for the participants to draw up their list of three items, before sharing their choices with the rest of the group. As with most energizers and relationship building activities, it's good for the group leaders to join in, too!

2. **Name that Person**—Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Include all leaders in this game, too. For example, I have a pet iguana, I was born in Iceland, my favorite food is spinach, my grandmother is called Doris and my favorite color is purple. Collect the cards into two team piles. Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of contest and general head scratching!)

3. **Surprise Skits**—a great way to get groups up and moving and prepare for Happy Hippo Show.

You need: Preassembled bags of assorted objects and clothing that can be used in a skit. Kitchens are good sources for such objects.

How to play: Divide the group into teams. Each team is given a bag with an item for each participant in it and a card with a virtue on it. The group is given five to ten minutes to create a skit about that virtue using all of the items.

Back issues of the Mentor Energizer and the full Energizer Compilation are available on the website. If you've missed an issue, please feel free to download it at <http://www.bahaiacademy.org/bahaiacademy/showknowledge.php?id=3>

What does it mean to have a life-long attitude of learning?

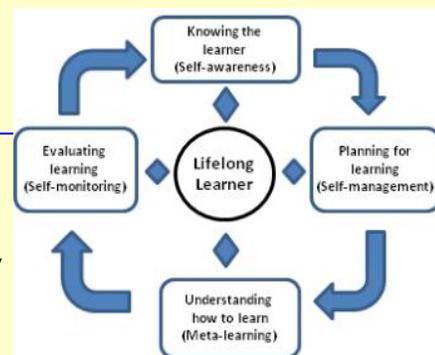
Life-long learning is ongoing, voluntary and self-motivated. It is born from a desire to continually learn and grow in self-chosen areas of interest. You may choose to learn out of personal or professional desire. Generally, this kind of learning helps society advance rather than only advancing the learner, because it leads to active citizenship. Here are some of the critical steps to embracing a life-long attitude of learning:

Self-Awareness: Knowing who you are, what you want to learn and how you want to learn it are the first steps toward becoming a life-long learner. During our educational lives (in school), we're typically "told" we *have* to learn something. We're much more motivated when we *want* to learn something. If we can make this shift in our minds, all learning becomes personally valuable.

Self-Management: Here is where the skills of developing visions, setting goals and making plans come in handy. Not only do we need to be able to lay out the path, but also we need to keep ourselves on it. Generally, people do things because they are excited about a reward or they are afraid of the punishment for not doing it. Self-management may require both intrinsic and extrinsic rewards, but the learner provides them for him/herself.

Meta-Learning: Meta-learning means thinking about learning. A life-long learner continually improves his/her thought process about the best ways to learn, taking into consideration learning styles, best practices and motivation.

Self-Monitoring: Self-monitoring requires regular reflection about our own learning process, thinking about what we've been learning, how we've been learning and if our learning has been effective. Are we reaching our learning goals? Is what we're learning of benefit to us and to others? Could we learn it in a different way or using a different learning style? This is not a process of chastisement or punishment. Rather it is a celebration of our natural need to improve our minds. Our minds, and what we put into them, are the most valuable asset we'll ever have.



Next month: How do we create a classroom environment based on trust?