

“Basketball”

Peace Concept: Inner Peace

I. OBJECTIVES

- To be able to define and to give examples of possessing inner peace;
- To be able to discuss why inner peace is important to having outer peace;
- To be able to explain the need to face and accept one’s negative feelings to achieve inner peace.

II. SUMMARY OF EPISODE

Ato is a 13-year old boy who is the best basketball player in school. He knows for sure that he is better than Ramil who is another good player, and this makes him confident and proud of his athletic skills. Suddenly, the unexpected happens. It is all caused by a minor wound when Ato accidentally sits on a fish hook. He does not mind it at first, treating it casually until the pain would not stop. By the time they consult a doctor, his right leg has to get amputated from the knee down.

Majid, his best friend, greets him happily when he returns to school; but Ato is very confused inside- feeling angry, jealous, suspicious and revengeful. Ramil becomes the best player and Ato cannot accept it. His anger and jealousy reach a point where he even thinks of harming Ramil with a knife; but Majid catches him on time. Ato pushes Majid away and becomes even more alone and angry. One day, Ato accidentally slips and falls in the river. Majid immediately jumps in to save him. Afterwards, Ato for the first time talks about how much he misses basketball and how difficult it is to accept the loss of his leg. Gradually, although it is not easy, Ato learns to accept his loss and eventually learns to joke about it. In the end, he focuses on wood carving and finds a new skill to be proud of. He realizes later that peace in society begins within a person. When a person is full of negative emotions, it is easy for him to misjudge others, hate others and hate himself.

III. SUGGESTED ACTIVITIES

A. Pre-viewing

This episode is focused on one’s Self

- one’s feelings, thoughts, intentions, reactions, decisions and the like. It would be a significant opportunity for the children to realize how their inner self can affect their outer world - their relationship with others and their environment.

To introduce the episode, the adult (teacher or parent) may begin with recognizing and handling feelings.

Feelings Charade

Write down on cards, different positive and negative feelings the children can easily relate to. (*Refer to the Appendix for the Vocabulary of Feelings.*) Divide the class into two groups. A member of one team will act out using gestures, a “feeling” picked from the deck of feeling cards. For example, he or she picked “sad” so he or she should act sad. The other team will guess the feeling; they get a point if they guess it correctly and also get the chance to pick a card. If they do not guess it right, the members of the other team can guess the feeling and can “steal” the point. If not, the same member will pick another card for the other team to guess.

After the activity, form a circle and talk about each feeling card. Ask the group to share their experiences. What do they do when they have these feelings? How do they express this feeling? What makes them feel that way? For example, when do they feel angry? What makes them angry? How do they express their anger? How does their anger affect other people? Depending on the answers and the developmental ages of the children, the adult can process and help them understand, at their own level, how feelings can positively or negatively affect them and the people around them.

After the sharing, explain that in this episode we will get to know Ato, a young boy who learned how to work through his negative feelings to achieve inner peace.

B. Post-viewing

The following questions for discus-

sion are being suggested:

1. **What happened to Ato? What strong emotion did he feel? How did he express this emotion?**

2. **What is inner peace? How did Ato show inner peace?**

3. **What did you learn from Majid? How did he show inner peace?**

Allow enough time to process their learning about inner peace. Since the episode directs them to self-reflect, guided activities and a lot of time to process their self-discoveries are important.

“How do I see myself?” - Personal Poster

After the sharing, let the children creatively express how they see themselves through a personal poster. What are their “Hidden Treasures” - their good qualities that they were not aware of? Just like in the episode, Ato discovered his other talent in wood carving. If they still have no idea, they can think about their other interests. What are the things they wish to learn? What areas do they want to improve? Likewise, they also can look at areas where they need to change. What bad qualities do they want to change?

Journal Writing

In their Peace Journal, ask the children to enumerate how or when they show inner peace. For example, they can write: when they accepted their mistake; when they were contented and not complaining; when they forgave others; when they were confident; when they were honest and so on. Another list can be made on how having inner peace affect their family, friends, school work and decisions. For example, when they were grumpy it was easy to misjudge others; when they were confident it was easy to be friendly; when they kept secrets they were trusted.

Younger children tend to be more concrete in grasping concepts. They could also make their own personal poster but

they would need more assistance and guidance in thinking about what they like or do not like about themselves. They could include their own pictures to help them compose their personal poster. Awards or recognition are good reminders of the things that they are good at. They could also think of what they would like to change or improve about themselves.

Here are some ways to help children like themselves:

1. Verbalize for them or ask questions that will make them think positively about themselves. What did you like about what you did? You tried even when you knew it was difficult.

2. Do not fix or re-do what they did. When you do, you are sending the message that what your child did was not good

enough. If task needs precision, do not ask them to do it.

3. Give them responsibilities they can handle. Tell them often how much you appreciate their sense of responsibility.

4. Be consistent with rules and their consequences. Your child must understand what he can and what he cannot do.

5. Model contentment and confidence. They will easily pick up from your example.

IV. INNER PEACE AS A PEACE CONCEPT

Inner peace is having internal balance and harmony. Having inner peace means we can respect and appreciate ourselves; we can be resilient and optimistic; we can accept what we need to change in ourselves. In contrast, when we lack inner

peace, there would be internal chaos and imbalance: we are confused and angry with ourselves and others and not clearly knowing why; we do not have faith in our own skills and talents; we wish to be someone we are not; we are in denial of our mistakes. Among children, inner peace can begin with self-worth. When children know they matter and are loved, they develop confidence in who they are. They will likely be able to accept their mistakes and to correct them. They will be motivated to improve themselves. They will have the initiative to do what is right or what should be done.

When each individual has inner peace, naturally, there would be order, harmony and peace in society. To restore outer peace, we must begin within.

Appendix Vocabulary for feelings

abandoned	<i>PINABAYAAN</i>	humble	<i>MAPAGKUMBABA</i>
accepted	<i>NATANGGAP NG MALUWAG</i>	humiliated	<i>NAPAHIIYA</i>
afraid	<i>TAKOT</i>	hurt	<i>NASAKTAN</i>
alarmed	<i>NANGAMBA</i>	inadequate	<i>DI SAPAT, KULANG</i>
angry	<i>GALIT</i>	insecure	<i>WALANG TIWALA SA SARILING KAKAYAHAN</i>
annoyed	<i>YAMOT</i>	insignificant	<i>WALANG HALAGA</i>
anxious	<i>BALISA; DI-MAPALAGAY</i>	jealous	<i>NAGSESELOS</i>
appreciative	<i>NAGPAPASALAMAT</i>	joyful	<i>NATUTUWA</i>
apprehensive	<i>NAG-AALALA</i>	lonely	<i>MALUNGKOT, MALUMBAY</i>
ashamed	<i>NAHIHIYA; IKINAHIIHIYA</i>	loved	<i>MINAMAHAL</i>
bitter	<i>MAPAIT; MASAKLAP</i>	misunderstood	<i>DI NAUUNAWAAN</i>
bored	<i>NAGSAWA, NASUYA</i>	neglected	<i>NAPABAYAAN</i>
bottled up	<i>PIGIL</i>	numb	<i>MANHID</i>
calm	<i>PAYAPA; PANATAG</i>	passionate	<i>MAGILIW; MAPUSOK</i>
competent	<i>MAY KAKAYAHAN</i>	pleased	<i>NATUTUWA</i>
confident	<i>NAKAKATIYAK</i>	pressured	<i>NABIBIGATAN</i>
confused	<i>LITO, TARANTA</i>	proud	<i>MAYABANG</i>
contented	<i>KONTENTO</i>	regretful	<i>NAGSISISI</i>
defeated	<i>TALO</i>	rejected	<i>DI TINANGGAP</i>
depressed	<i>MALUNGKOT</i>	relaxed	<i>DI NAGMAMADALI</i>
discouraged	<i>PAGHINAAN NG LOOB</i>	relieved	<i>NAKAHINGA NG MALUWAG</i>
dissatisfied	<i>DI KONTENTO</i>	resentful	<i>NAGHIHINANAKIT</i>
embarrassed	<i>NAPAHIIYA</i>	sad	<i>MALUNGKOT</i>
empty	<i>HUNGKAG; WALANG LAMAN</i>	shocked	<i>NAGULAT</i>
enthusiastic	<i>MASIGLA, INTERESADO</i>	startled	<i>NABIGLA</i>
envious	<i>NAIINGGIT</i>	surprised	<i>GULAT</i>
excited	<i>DI MAPIGIL ANG TUWA</i>	thrilled	<i>KILIG</i>
fearful	<i>MATATAKUTIN</i>	trusting	<i>MADALING MAGTIWALA</i>
friendly	<i>PALAKAIBIGAN</i>	uncertain	<i>DI SIGURADO</i>
frustrated	<i>BIGO, INIS</i>	understood	<i>NAINTINDIHAN</i>
furious	<i>GALIT NA GALIT</i>	vengeful	<i>MAPAGHIGANTI</i>
grateful	<i>KUMIKILALA NG UTANG NA LOOB</i>	wanted	<i>HINAHANAP</i>
guilty	<i>MAY KASALANAN</i>	worthless	<i>WALANG HALAGA</i>
happy	<i>MASAYA</i>	worthy	<i>KARAPAT-TAPAT</i>
helpless	<i>WALANG MAGAWA</i>	yearning	<i>NAGHAHANGAD</i>
hopeless	<i>WALANG PAG-ASA</i>		