

## 22. Unity

### Worksheets

1. What is Unity?
2. What is Unity? (answers)
3. Examples of Unity
4. Mind-Body Unity
5. Mind-Body Disunity
6. A Good Example
7. A Bad Example
8. Family Unity(1)
9. Family Unity(2)
10. Uniting Differences
11. Unity and Friendship
12. Unity and Animals

### Teaching Notes

1. The ideal of unity
2. The problem of disunity
3. Restoring unity
4. Why practise it?
5. Discussion questions
6. Activities
7. Games
8. Stories
9. Quotes
10. Reflection points
11. Musical Squat
12. Pulling Our Car
13. Someone New in Our School
14. Learning From Nature
15. Classroom Unity
16. A Play
17. Team work picture

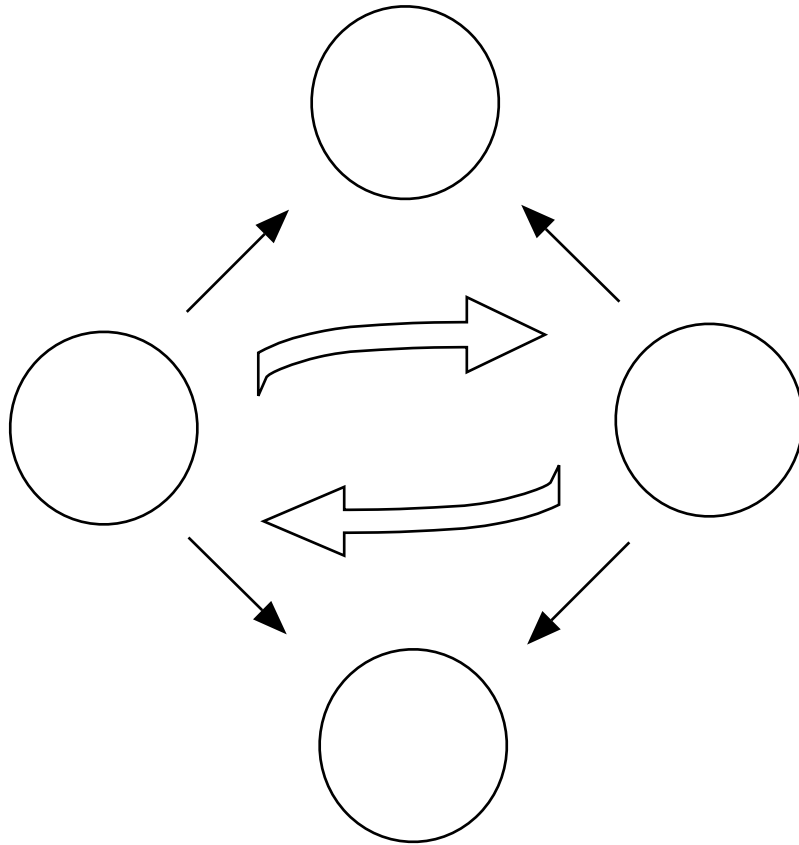
Part 22

# Unity



harmony in relationships

# What is Unity?



*With your teacher's help add words to the diagram to explain what unity means. Then re-arrange the letters in the box to make words and complete the sentences.*

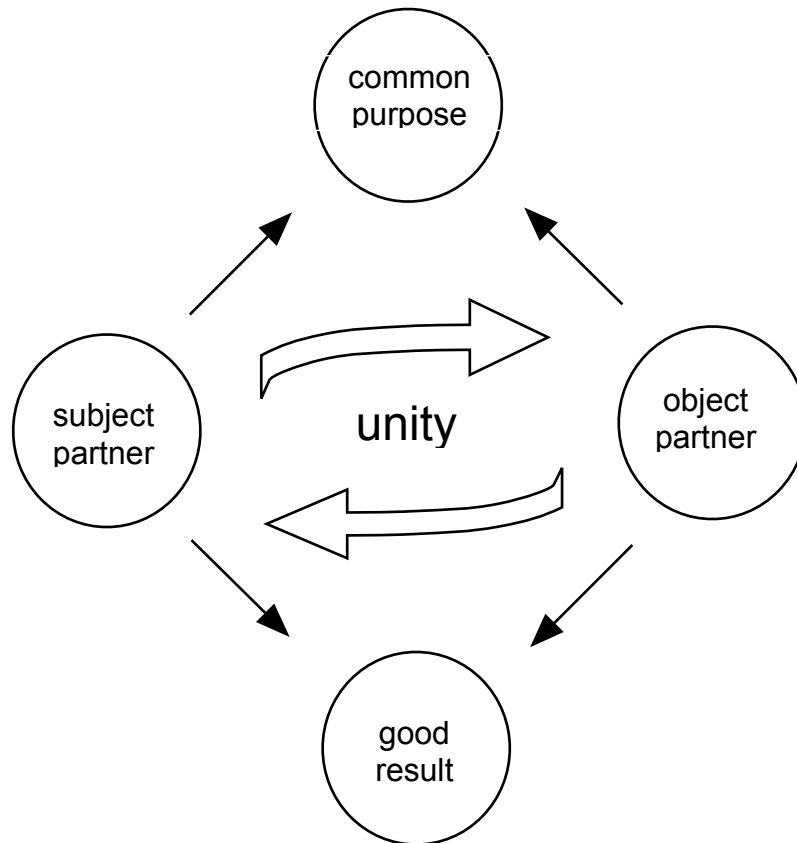
Unity means \_\_\_\_\_ in relationships. It creates a feeling of \_\_\_\_\_.

A \_\_\_\_\_ partner and an \_\_\_\_\_ partner join together to become \_\_\_\_\_ . They must have a common \_\_\_\_\_ .

usppoer	rmyoahn	tjebco	neo	shnepaspi	besutjc
---------	---------	--------	-----	-----------	---------

# What is Unity?

(answers)



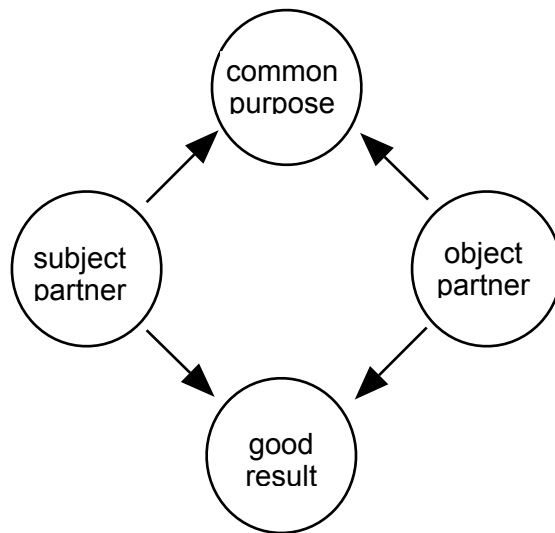
*With your teacher's help add words to the diagram to explain what unity means. Then re-arrange the letters in the box to make words and complete the sentences.*

Unity means **harmony** in relationships. It creates a feeling of **happiness**. A **subject** partner and an **object** partner join together to become **one** . They must have a common **purpose** .

usppoer   rmyoahn   tjebc0   neo   shnepaspi   besutjc

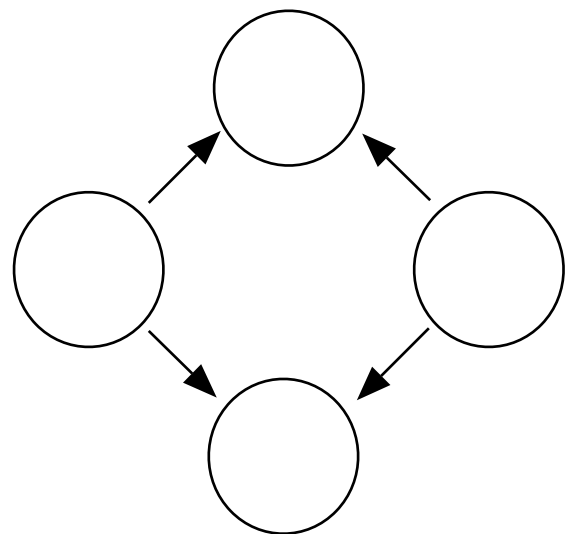
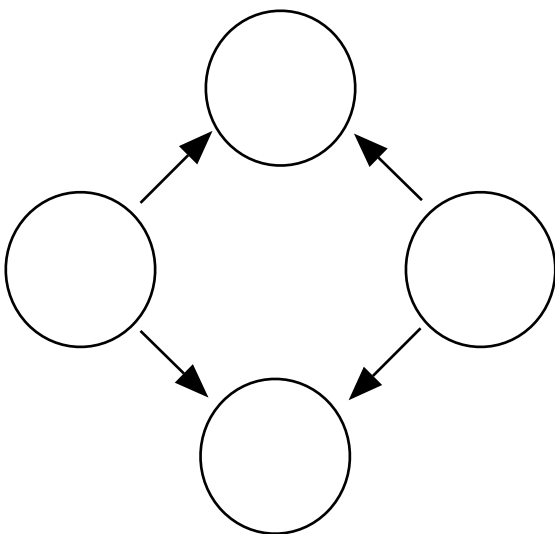
# Examples of Unity

Make up your own examples of unity by completing the diagrams.



1) .....

2) .....

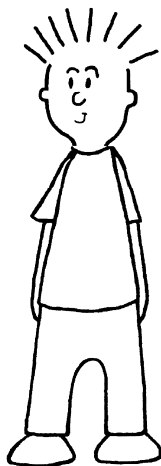


# Mind-Body Unity

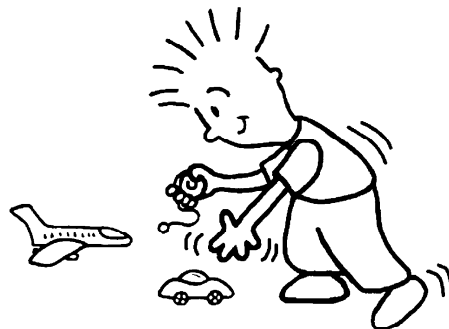
Unity begins with each individual. My mind must first be united with God's love. This a vertical relationship. Then my mind and body must unite together. This is a horizontal relationship. Then I achieve complete unity. This is the starting point of unity in the family, society, nation and world. For children this means uniting with parents, who show the true standard of love. When children unite they can receive all their parents love.



V  
E  
R  
T  
I  
C  
A  
L



HORIZONTAL



Give three examples of mind body unity:

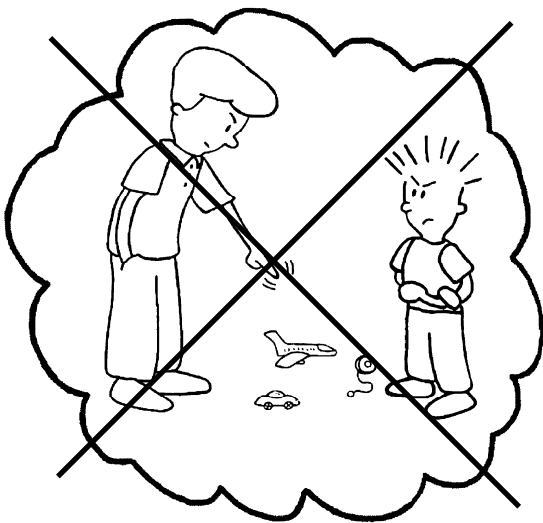
1) .....

2) .....

3) .....

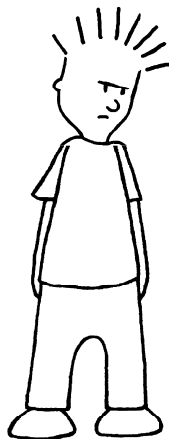
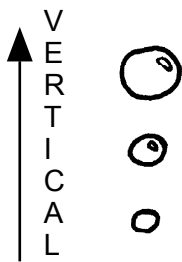
# Mind-Body Disunity

We are each living with two opposing natures; a self-centred nature and an unselfish nature. The mind wants to live for the sake of others, but the body only wants to take care of itself. Because of this there is a struggle going on between them everyday. Rather than working together in harmony, the mind and body can easily be disunited.



Give three examples of mind-body disunity:

- 1) .....
- 2) .....
- 3) .....



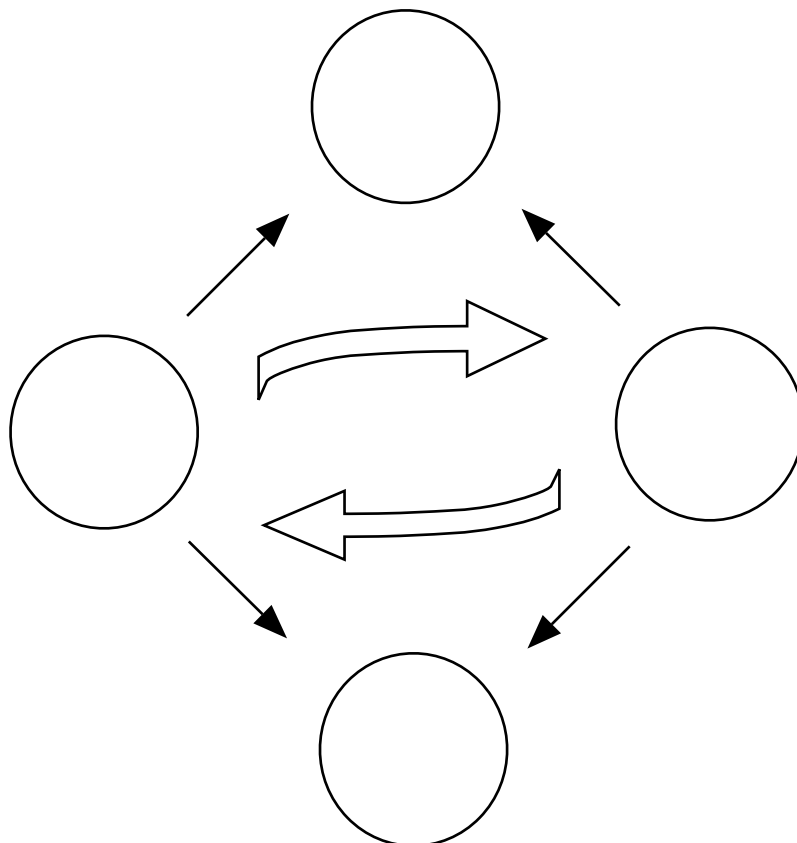
HORIZONTAL  
→



# A Good Example

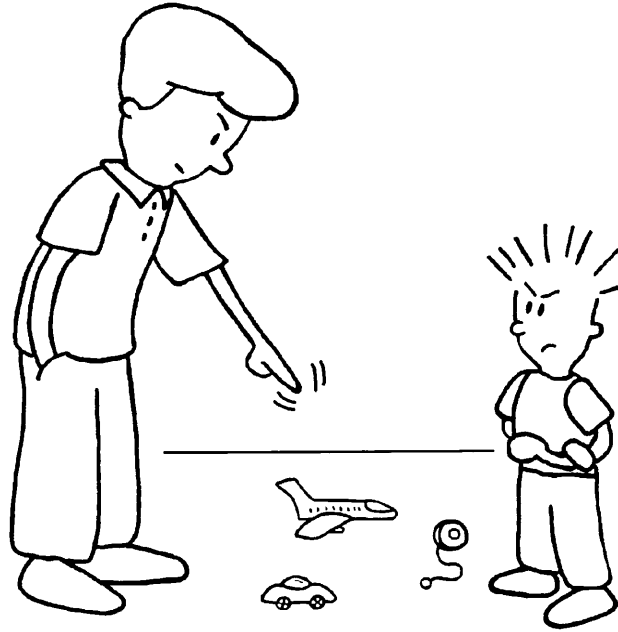


The picture is an example of good unity in the family. Write words in the diagram to explain it.





# A Bad Example



common purpose .....

subject .....

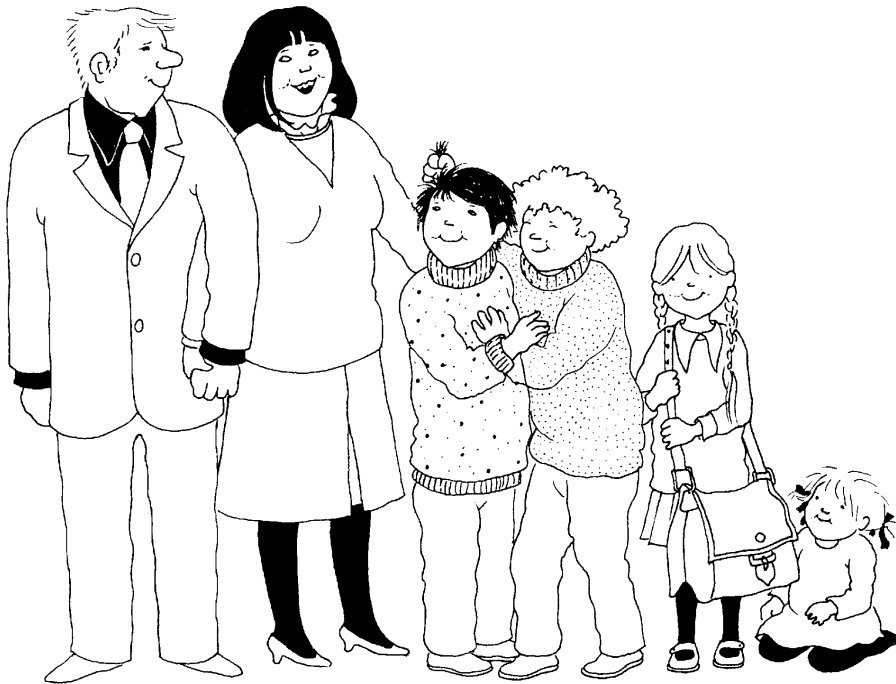
object .....

result .....

cause of disunity .....



# Family Unity



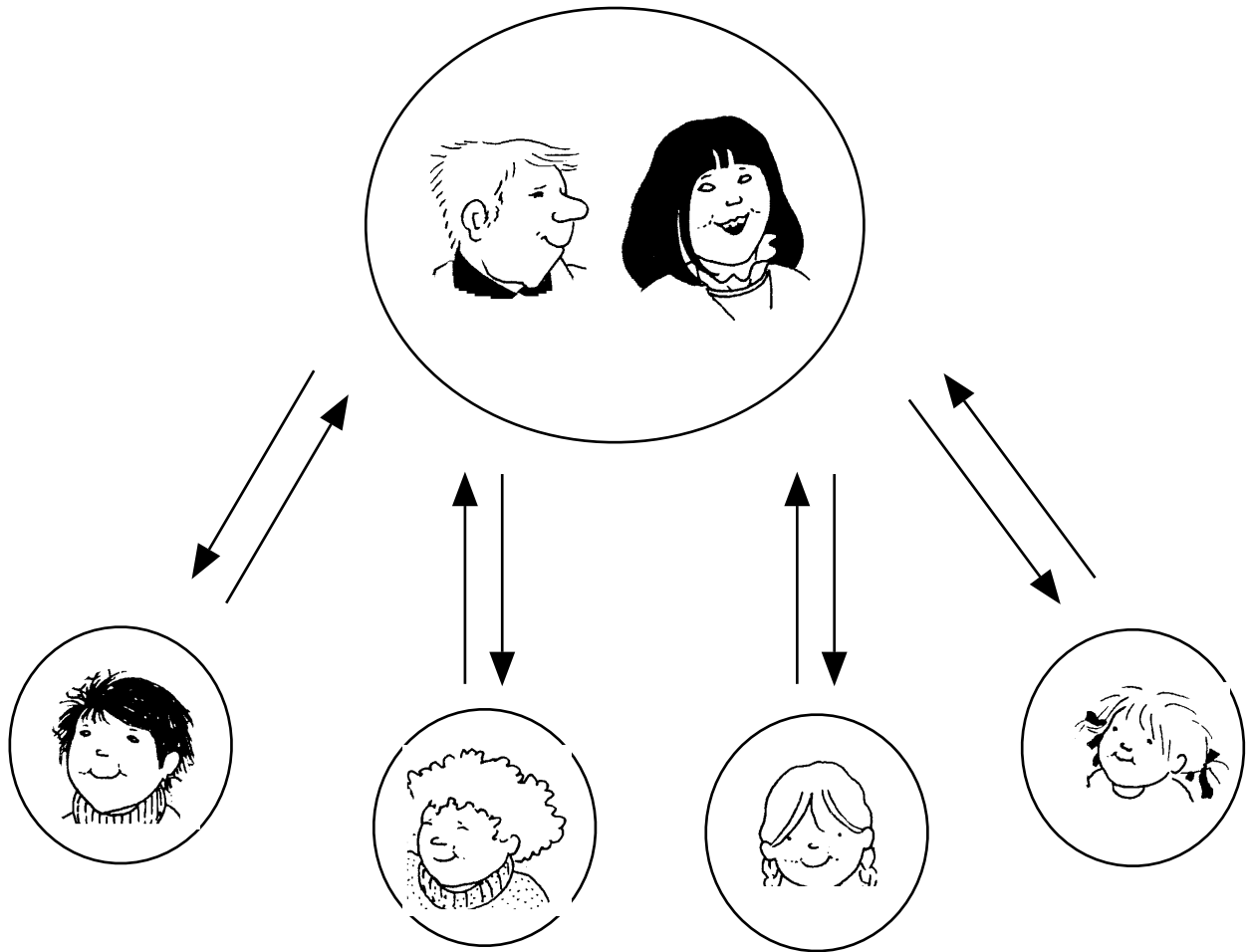
What three important things are needed to create family unity?

- 1) .....
- 2) .....
- 3) .....

Draw a picture of your family united



# Family Unity



**An example of unity in the family**

.....  
.....

The common purpose .....

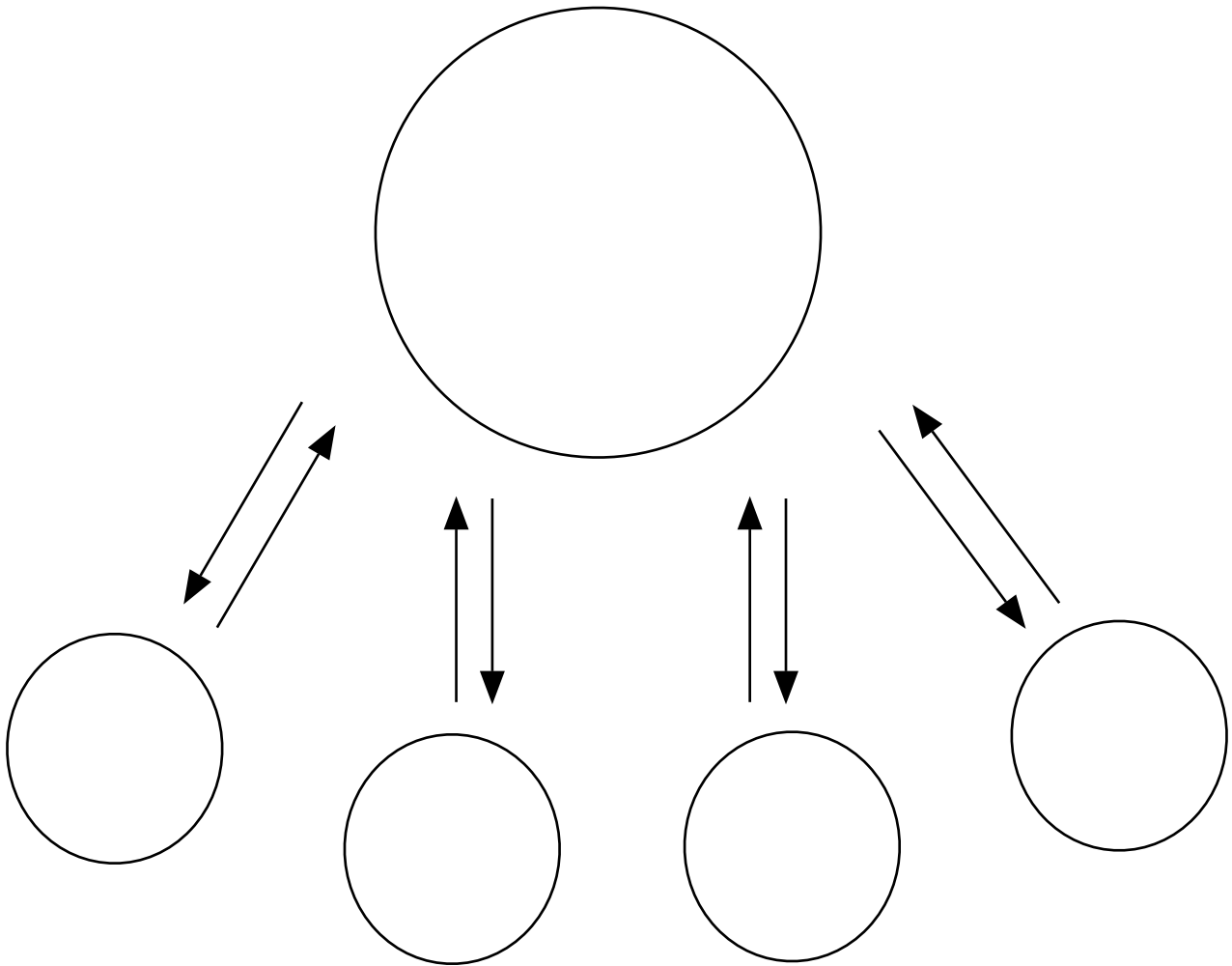
subject .....

object .....

result .....

The cause of unity .....

# Uniting Differences



Even if people are very different and have different opinions, if they have the same goal it is possible to find unity when they put priority on the purpose of the whole. Write down an example where people with differences are able to unite.

## **An example of uniting differences**

.....  
.....

The common purpose .....

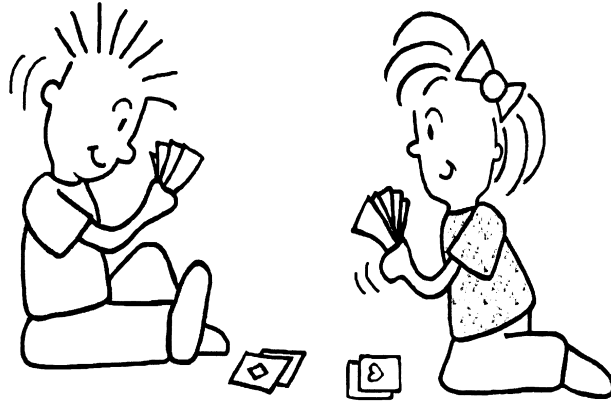
subject .....

object .....

the good result .....

The cause of unity .....

# Unity and Friendship



1) Name two things you share in common with one of your friends.

.....

.....

2) Name two things that are different.

.....

.....

3) How can friends who are different get along?

.....

.....

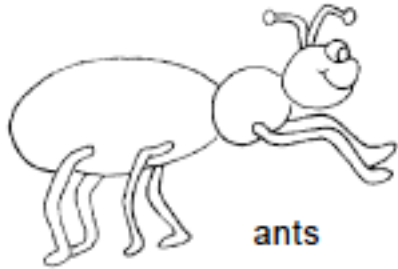
4) What can you accomplish in unity with your friend that you cannot do alone?

.....

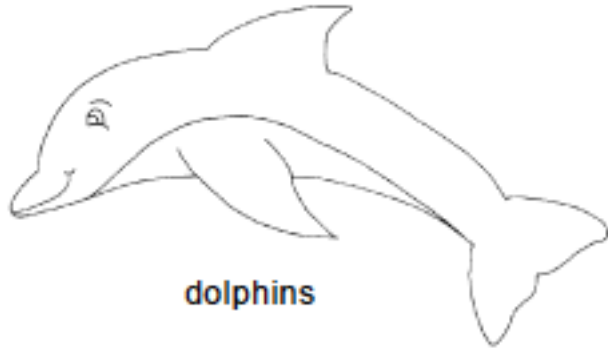
.....



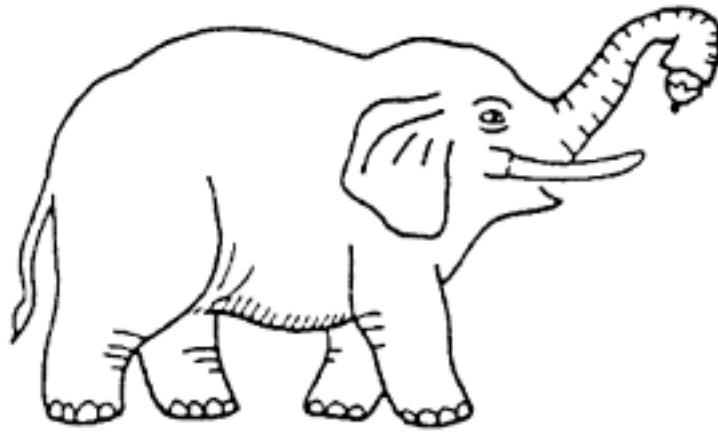
# Unity and Animals



ants



dolphins



elephants

*There are many examples in the animal world of working together for a common purpose. Find out one example and write it down*

## **An example of unity in the animal world**

.....  
.....

The common goal .....

subject .....

object .....

The good result .....

The cause of unity .....

## **22. Unity**

### **Teaching Notes**

1. The ideal of unity
2. The problem of disunity
3. Restoring unity
4. Why practise it?
5. Discussion questions
6. Activities
7. Games
8. Stories
9. Quotes
10. Reflection points
11. Musical Squat
12. Pulling Our Car
13. Someone New in Our School
14. Learning From Nature
15. Classroom Unity
16. A Play
17. Team work picture

## **1. The Ideal of Unity**

What does it mean to unite your mind with God?

What is needed to create unity within yourself?

Mind/Body unity, Mind -subject, body - object

What are the benefits of unity? Name three.

Give an example of when you have experienced unity. What caused this?

What does vertical unity mean?

Unity does not mean being the same

How do you create unity with your parents?

Keep the right internal attitude, keep position, serve, love,  
try to see from their point of view

Give three reasons why you should unite with your parents. Creates harmony, you receive their  
love, wisdom, experience, develops heart of filial piety

How do you create unity with your friends?

Show interest in their interests,

How do you create a spirit of unity in a sports team?

focus on whole purpose, support each other, respect coach, be unselfish

How do differences make things go better in a family?

## **2. The problem of Disunity**

Why is it difficult for people to unite?

individualism, self-centredness, no common purpose, goal, misunderstanding, character differences,  
not based on love, not open to listen, one dominates,

What causes disunity between parents and children?

Don't listen, lack of respect, self-centredness,

Give an example of when you have experienced disunity. What caused this?

Why is our mind so changeable?

Why do mind and body fight?

the Fall, lost God,

How do differences cause problems in a family?

What causes a family to break up?

## **3. Restoring Unity**

Why do we need to deny our body to attain individual unity?

What two methods can create mind-body unity in a fallen person?

What is God's method to win the heart of an enemy?

How can you restore a broken friendship?

Make a condition to create more unity in yourself, in your family and in your school.

## **4. Why Practise it?**

When we come together in unity we cooperate.

We work together to accomplish more than any one of us could do by ourselves.

Unity helps people to work and live together peacefully.

You feel connected to everyone and everything

Without unity people stand alone



## 5. Discussion Questions

What would it be like if every instrument in an orchestra made the same sound?

What would it be like if every person looked, sounded and thought alike?

Name three ways you are different from your best friend?

Name three things you share in common.

What can you accomplish in unity with others you cannot do alone?

How can people who are different get along?

## 6. Activities

- \* Unity rap, create unity rhythm
- \* Polyrhythmic unity - clapping
- \* Cut hands from coloured paper
- \* Sing song in unity, find songs eg Love, Joy, Peace
- \* Painting, peace star, heart, rainbow
- \* Make a unity board game

## 7. Games

- \* tug of war, unity hammock
- \* Link elbows in a circle, stand, sit
- \* Tie ribbons around ankles, pass ball (2-3)
- \* Eating arms straight
- \* Bed sheet, ball bouncing
- \* The star - hold hands in circle, lean forwards, backwards
- \* Ruler, length of room

## 8. Stories

- \* Break a bundle of sticks playscript
- \* Two frogs, milk, butter
- \* A Team United (by love)

## 9. Quotes

- \* All for one and one for all
- \* United we stand. Divided we fall.
- \* Unity in diversity

## 10. Reflection Points

Unity gives sustenance, strength, and courage to make the impossible possible

Unity is built from a shared vision, hope, an altruistic aim, or a cause for the common good. Never had the world needed unity more. Unity begins with our inner voice, and grows with courage, discipline, love and determination. Well-being for all grows within a space of unity . . .

\*Unity creates the experience of cooperation, increases enthusiasm for the task, and makes the atmosphere empowering.

\*The stability of unity comes from the spirit of equality and oneness. The greatness of unity is that everyone is respected.

\*When the individual is in harmony it is possible to stay stable and work more effectively with the group.

\*Unity is sustained by concentrating energy, by accepting and appreciating the value of the rich array of participants and the unique contribution each can make, and by remaining loyal not only to one another but also to the task.

\*Unity inspires stronger personal commitment and greater collective achievement.

\* One note of disrespect can cause unity to be broken. Interrupting others, giving unconstructive and prolonged criticism, keeping watch over some or control over others are all strident chords which strike harshly at relationships.

\*Unity creates a sense of belonging and increases well-being for all.

Creating unity in the world requires individuals to see all of humanity as their family and to concentrate on positive directions and values.

“To the extent that we can provide an atmosphere in which men can work together while maintaining their diversity, can build side by side and produce unified variety, can join together to produce peace while promoting the multiple characteristics that enhance the society of man, we will have met our challenge.”

Miss Angie E. Brooks

President of the Twenty-Fourth Session of the UN General Assembly September, 1969

## **11. Musical Squat**

Discuss the following Unity Point: Unity is doing something together at the same time.

Activity: This is a fun game of unity. The goal is to have everyone sit down when the music stops without breaking the circle.

Directions: Play some music and ask the children to walk in a circle, facing in the direction they are walking. When the music stops, every person in the circle must sit down on the lap of the person behind him or her. They do this by clasp the waist of the person in front and gently lowering themselves onto the lap of the person behind. (For 4-year-olds, this is quite easy!) If the circle does not collapse, then everyone has won.

Sing the following with everyone doing the motions as they sing.

## Let Us Clap Together

Let's all clap together, together, together,  
Let's all clap together, clap, clap, clap.  
clap, clap this a way  
clap, clap that a way  
clap, clap this a way  
all day long.

Continue the song, substituting the words (and actions):

Stamp  
March  
Skip  
Walk  
Twist  
Hop  
Sit Down

## **12. Pulling Our Car**

Sing the "Let Us Clap Together" song.

Discuss the following Unity Points:

Unity is harmony in the group.

Unity is fun and makes us feel like a family.

Activity: Make cars from large cardboard boxes, and attach a rope for pulling. The cars can be painted or decorated with bits of paper. The children can then give each other rides by five or six pulling one passenger at a time.

## **13. Someone New in Our School**

The adult shares that part of unity is making everyone feel that he or she belongs. "Sometimes we are really comfortable in a class or a group because there is a feeling that everyone knows me and loves me. So, sometimes when someone new comes along, people do not make extra effort to make that person feel a sense of belonging. In unity, we can be open to change and enjoy all the new children who come to our group." Generate a discussion with the children by asking:

How might a new child feel coming to a new school?

How did you feel the first time you came to pre-school (or kindergarten, etc.)?

What did you like other people to say and do when you came?

What else can you do to make new children feel welcome?

They might suggest sharing a snack, saying hello, smiling, telling the new child your name, or asking if he or she wants to play. Encourage them to come up with their own ideas.

## 14. Learning From Nature

Tell or read stories about the animals that demonstrate unity, such as geese, dolphins, and elephants. There are many true stories about dolphins saving humans. In one, a group of dolphins swam many miles, pushing a man on a raft who was lost at sea. The dolphins took turns pushing the raft with their noses. They were united in their goal of saving the man. When some of the dolphins were tired, others would take over. They kept swimming together, and when others were tired, the ones who were more rested would push again. They rotated for many, many miles, pushing the raft until it was close to a little village by the sea, where the man could swim safely by himself to the shore.

Elephants have many similarities to humans. They live for 70 to 80 years. They mate for life and love their children very much. When the elephants live in a jungle and are threatened by a tiger or lion, the large elephants form a circle around the baby and young elephants. The parent elephants face outwards in the circle so that they can guard their children and keep them safe. If a tiger comes, they grab it with their trunk and toss it. The elephants are united; they act together with a shared goal.

### Activity

Divide the class into several groups. Ask each group to study an animal known for its support of its fellow kind, and discuss the following Reflection Points in regard to the animal studied.

- \* Unity creates a sense of belonging and increases well-being for all.
- \* The greatness of unity is that everyone is respected.

After their study, groups can discuss what lessons their animal has for humankind. Groups are to artistically prepare their “advice” when presenting their findings to the rest of the class.

## 15. Classroom Unity

Discuss:

As a group, decide on a shared goal, hope, or vision which all students feel would make something closer to the way they want it to be. Discuss how that vision or goal can take practical form. Make an action plan. It could be a non-physical plan, such as all students deciding they want to do their best — and a practical method for achieving that would be to encourage each other. Perhaps the class has noticed a particular group is ostracizing some children on the playground. While the adults have talked to them, subtle discrimination occurs which the adults cannot see. The class could decide to speak up for the children being discriminated against, using friendly methods. “Yeah, Tom, we’re rainbow friendly around here.” The class could decide to spread harmony in the world. Students could decide to do this not only at school but also at home by playing for 30 minutes a day with their younger brothers and sisters. Each day, discuss what is working and what is difficult.

Note: The concept of unity often creates a sense of belonging. In carrying out a project, it is important to increase that sense within the group without ostracizing those who may not be involved.

Students may want to become unified in creating something physical. They may wish to plan a party for someone special, plant a vegetable garden, or paint a mural for the school. Whatever you plan, enjoy doing it as you create.

Occasionally look at the process, and ask the students to assess what creates and what detracts from the feeling of unity. Perhaps they can add to or adapt their Good Communication Rules from the Cooperation Unit.

Discuss the following Reflection Points:

- \* Unity creates the experience of cooperation, increases enthusiasm for the task, and makes the atmosphere empowering.
- \* Unity makes big tasks seem easy.

## 16. A Play

An ancient tale of a father and his three sons is retold in the form of a play below. The father is concerned as he is getting older that his sons are not taking good care of the land. They quarrel about how to do things when they are together. The father wanted them to learn to be united. So, he tied a large bundle of thick sticks together with a rope, and then he asked each of his sons, one by one, to break the bundle of sticks. When none of them succeeded, he removed the rope and gave a few sticks to each of his sons to break. The lesson is that there is strength in unity.

### Activity

The students may enjoy doing the following play. Or, perhaps they would like to make up one of their own.

### Scene One

Setting: The King is sitting on his throne thinking deeply. His face looks concerned. A guard is standing at the other end of the room. The Minister enters the throne room.

Minister: "What's the problem, your Majesty? You look so concerned and unhappy."

King: "Yes, my Minister, I am unhappy. My three sons are busy traveling and hunting and having fun without being concerned about anything else. And when I ask them to help manage the land and deal with the guards, they only quarrel."

Suddenly, the king sits up straighter and says to the Minister: "I want you to bring to me a bundle of thick sticks tied with a strong rope."

The King then turns to the guard standing at the door of the hall and says to him: "Go and call my children to come and join me now."

### Scene Two

The King is sitting on his throne. The Minister is standing at his side. In front of him are his sons. In between the King and his sons is a bundle of sticks, tied with a rope.

King: "My sons, I want you to try to break this bundle of sticks in half."

The youngest son: "I can do it. I'm very strong."

But, try as he might, the youngest son was not able to break the bundle of sticks. Each one of them tries and fails.

The King: "Minister, loosen the rope." (To his sons): "None of you, by yourselves, could break that bundle of sticks. How can this task be done? (pause) Unwrap the bundle. I want each one of you to take one-third of the sticks and try to break them."

The sons do as they are instructed. The King looks at his sons.

King: "Did you notice that you could not break the sticks when you tried to do so alone? When you worked together, you accomplished the task easily. This is what I want from you — to always work together. When you are united, you are strong, and you will solve each problem easily."

### Activity

Divide the students into groups and ask them to think about what the world needs. Tell them you want them to think of the problems of the world as being a bundle of 100 sticks. The people of the world can solve the problems if they unite. What are the problems and needs of the world, and how many sticks is each problem? (For example, world hunger may get eight sticks out of the 100.) Ask each group of students to discuss this, and decide what groups of people could develop unity to solve each problem. Each group is to make a presentation. They may illustrate their oral presentation with artistic representations or with graphs.

The educator may wish to instruct older students to apply their information about corporations or international institutions. They may wish to share their information with those corporations and institutions.

# Team Work

