CULTIVATING SELFLESSNESS IN HIGHER EDUCATION

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Showcase of Teaching and Learning, CTL
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WHAT DOES IT MEAN TO BE SELFISH?

PRIORITy LIST

1. Me
2. Me
3. Me
4. Me
5. You

/me/
UNСПОКЕННЫЕ УРОКИ
ОСТУД И РЕКЛАМ:

Вы не удовлетворены тем, что у вас есть

Покупка товаров важна

Вы являетесь фокусом вселенной
и хотите то, что хотите сейчас.

Продукты могут решать сложные человеческие
проблемы и удовлетворять ваши потребности.

Пипер в Пейн и Расс (2010, с. 58)
LET’S COMPARE!

Consumerism:

You are unhappy with what you have
You must buy products
You are the centre of the universe and you **deserve** what you want now
Products can solve complex human problems and meet your needs

Being selfless means… (Kurth, 1995, p. 15):

Being and feeling connected to others and the remainder of the natural world through an awareness of and/or belief in a transcendent reality
An interest to enhance the well-being of others and transcend one’s own self-interested desires
Non-attachment to outcomes and personal rewards while in the process of performing actions
LSI is a dynamic pedagogy that develops selfless attributes through cultivating a sense of curiosity and wonder in youth and extracting meaning from experience. LSI’s objectives are to:

1. Engage youth in mindful activities that benefit others by meeting a real community need and thereby achieving a sense of connectedness with others and concurrently (service).

2. Advance curricular goals through structured time for questioning, research, reflection, discussion, and associating experiences to learning and one’s personal worldview (inquiry).
LEARNING TO SERVE THROUGH INQUIRY

• **Explore a passion:** Students are introduced to an umbrella topic, recall what they know, and dive into exploring an area that stimulates their curiosity. They then share what they have learned with each other.

• **Identify a need:** Students ask themselves, “how can I expand upon what I have learned to help meet a community need?” They could work in small groups on separate projects or come together, nominate, and refine one idea.

• **Plan & Prepare:** Students learn about the community organization, a partnership plan might be drafted outlining mutual expectations, preparations are made for meaningfully integrating curricular understandings into a community context.

• **Serve:** Students enter the field and carry out their service project.

• **Share:** Students share what they have learned with the organization and others in the greater community. Plans might be made to pursue emerging possibilities and community ties are strengthened.

inspired by Mackenzie (2016) and McPherson (2011)
Selflessness and Service

Picking journals
Deconstructing Selflessness (sticky notes and videos)
Building the Selfless Wall
Exploration through 3 books and Stations of the Cross
Selfless Experiment (10 days)
CFIS rep speaks about care empathy and French advocacy – she asks students if they will help her (they said ‘yes’) – pledge, Q’s for immigrants, tour practice
Lord Buddha & Me to We Campaign
SERVICE DAY!
Jigsaw
…brainstorming about further activities

Social Studies 6A, Canadian Identity and Immigration Inquiry

Unpacking Canada and Canadian traits
Community values, stereotyping, discrimination: Viola Desmond, Chanie Wenjack, women’s rights
Intro to inquiry begins with immigration artifacts, map of World and Canada
The immigrant experience, study guides and quiz
Students choose 5-stage inquiry topics, KBCs
KBC presentations and Comparison charts
Be and feel connected to others and the world.
Believe in your own potential and in the potential of others.

Go beyond self-centered dreams and help others.

Work for work’s sake (learn for the sake of learning) without focusing on the outcome and personal rewards. Make every action an offering to God.

Resilience
"I can!" (or)
Resilience
Seek a Common Language
Spore stories
Friendly smilie
Friendly posture.

Thinking
Growth Mindset
"I think I can. I can!"

Acting
Some stories
Big thinkings
Working to share, wanting to please
SELFISH VS. SELFLESS THINKING:

When I close my eyes in meditation, there’s a lot of disturbance within – no peace. When I open my eyes, I think, “What can you do for me?”

When I close my eyes in meditation, I find peace within. When I open my eyes, my attitude is, “What can I do for you?”

Sarvapriyananda (2017)


